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ABSTRACT

Responding to the need for qualified personnel for career education, the authors designed the guide for use by university program or instructional planners in the preparation of undergraduate/graduate personnel for implementing career education in grades K-12. The basic components of the document consist of: (1) 105 broad general goals in career education personnel development significant to quality career education for integration into existing educational personnel preparation programs; (2) two or more alternative strategies for achieving each of the 105 goals; and (3) 25 university staff approaches for integrating career education into existing university personnel development courses or programs. Goals and alternative strategies were developed from a synthesis of field data collected by classroom observation and interviews in 25 university/college sites in the United States, appropriate data selected from the literature, and project staff training and experience. Appendix A consists of information relative to interest and efforts in career education collected informally from additional university sites. Appendix B is a listing of contributors to the data collection. An index of terms common to teacher education preparation and career education concepts, coded to the 105 goals, is also included. (EA)

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CAREER EDUCATION PERSONNEL DEVELOPMENT

SEP 26 1975

Goals.

Strategies.

Approaches.

Ideas for University Planning

graduate/undergraduate programs

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Prepared for: Office of Career Education
U.S. Office of Education

July, 1975

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CAREER EDUCATION PERSONNEL DEVELOPMENT

IDEAS FOR UNIVERSITY PLANNING

BY

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July, 1975

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- Generating knowledge through research
- Developing educational programs and products
- Evaluating individual program needs and outcomes
- Installing educational programs and products
- Operating information systems ard services
- Conducting leadership development and training programs

Acknowledgments

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FOREWORD

Career education continues to persist as one of the major responses to concerns for educational reform in American education. It is evident that many local school districts, a number of state legislatures, and the federal government have provided support to this educational movement through implementation at instructional levels (K-12) and through state and federal legislative commitments, respectively. A concern to "bridge the gap" between education and work was voiced by President Ford in August, 1974; a cabinet-level committee of the secretaries of Commerce, Labor, and Health, Education, and Welfare (following almost a year of study) submitted in June, 1975, a series of eight recommendations for the President's approval--a plan which builds on the fundamental concepts of career education.

Although university involvement in the movement has been slow to evolve, a significant amount of interest in and planning for career education at universities is emerging. Present emphasis on the need for relevancy and quality in education only stresses the importance of preparing well qualified personnel for career education in school districts (K-12). Institutions of higher education have two basic responsibilities in the career education movement: (1)to provide career education experiences for all students enrolled in higher education, and (2)to prepare qualified personnel in career education for implementing the concept in kindergarten through twelfth grade. It is the latter responsibility and need which have prompted development of this resource document to aid university program planning as it relates to career education personnel development (K-12).

The Center for Vocational Education joins the United States Office of Education and its Office of Career Education in a commitment to prepare qualified personnel (K-12) in career education for local school districts. It is believed that this document comprised of career education personnel development goals, alternative strategies for developing those goals, and approaches for integrating career education into existing personnel development programs, courses, or units of instruction is the first of a number of resources needed for planning at the university level.

Appreciation is expressed to the Project Staff and the many other contributors to the development of this excellent resource of Ideas for University Planning--viz., personnel of twenty-five sites (K-12) and one hundred thirty-two university staff or associated personnel from forty-five universities in the United States. The proof of worth of this resource document lies in its ideas which are transformed into action for meaningful career learning experiences for youth.

Robert E. Taylor, Director
The Center for Vocational Education
The Ohio State University

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INTRODUCTION TO PLANNING RESOURCE DOCUMENT

INTRODUCTION

STATUS OF CAREER EDUCATION MOVEMENT

The career education movement as an alternative response to the need for providing meaningful and relevant educational experiences for students (K-12) and for adults, has gained significant momentum and recognition in many of the nation's school districts (K-12) during the past four years. In those districts which have career education, it is usual to find that career education exists in aspects of a district's total educational program--few districts have implemented career education as an integral part of the total program.

Currently, it is rare to find career education implemented in programs at the university level. University involvement that is in process is evidenced in the interest of a few individuals; in the administrative plan for institutions of higher education or continuing education of a few states (e.g., Alabama, Arizona, Colorado, Michigan, Kansas, Oregon); and/or in an elective course.

To date, preparation of personnel to teach career education concepts and to carry out supporting tasks for the implementation of career education has occurred mainly in the form of in-service education under the auspices of individual school districts. As career education has been implemented, there has been growing concern among local, state, and federal persons involved, to improve the quality of existing educational programs infused with career education and to extend opportunity for quality career education learning experiences to all students.[1] Universities are viewed by those educators involved as having the resources needed to provide leadership in preparing personnel for planning and implementing quality career education instructional experiences. It is the recognition of this concern and need which has prompted the creation of this resource for university curriculum development of career education personnel preparation programs (K-12).

A COMPLEX CHALLENGE FOR EDUCATION AND COMMUNITY

During the transition in society from early rural American values and lifestyles to the technological and industrial era with its accompanying values and lifestyles; learning, education, and work have become separated philosophically and in practice. In our current society, education and work have come to be viewed in phases: the thesis of the phasing is that all children and youth are to be educated, and adults are to work; furthermore, there has been neglect to ease the transition from school to work. This emphasis on separation of education and work in practice has become so significant in the educational system along with the efforts to educate all youth that education (K-12) has become less and less relevant to youth. [Vocational education and special education, for example, have continued in the effort to bridge the gap between education and work; however, only a small number of our youth have the opportunity to participate in either. Also, there are many, many careers not among those of vocational education for which one may prepare.]

One great challenge to education, then, is to help society to value education and learning, sufficiently that individuals desire to continue learning throughout life; simultaneously, the understanding of careers and work must be integral to education and learning (formally and informally) and must be continuous throughout life. A smooth transition from formal education to full-time work must be provided somehow. The challenge becomes one of how to break out of the traditional roles of learners and of workers and create roles wherein all agencies (educational and community) combine their concerns and efforts to (1)provide for the personal development of people within those roles and (2)develop for the good of self and others, a social responsibility for

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[1] Kenneth B. Hoyt, USOE Director of The Office of Career Education, states in a recent USOE Office of Career Education document entitled, Career Education: How to Do It (October, 1974), p. iii, that "career education's greatest need, at the present time, is for quality improvement."

products and services. In Learning for Tomorrow, it is pointed out that reformulation of priorities and change in the nature of work and of education is necessary to provide "...a gratifying fulfillment of personal and social needs ..."[2] for individuals of our society. "Career education is, after all, a response to the life needs of individuals";[3] it provides for linking education, work, culture, lifestyles, and economics as related to self and others.

This challenge to integrate education and work has received much national attention. Those who are "... concerned with making the curriculum more relevant, look to career education as a possible solution."[4] President Ford in a speech at The Ohio State University in August, 1974, called for business to collaborate with education and for schools to bridge the gap between education and work. "A cabinet-level committee (comprised of the secretaries of Commerce, Labor, and HEW) which has been working for almost a year on a proposal to bring together the worlds of education and work has completed its task"[5] for the President. Recommendations of the committee include building on the concepts underlying the career education movement championed by former HEW Assistant Secretary for Education Sidney P. Marland in 1971.

Willard Wirtz, President of the National Manpower Institute, Inc., explains that asking schools alone to prepare all students for all kinds of work "is asking schools to do too much with too little help to be effective."[6] Dealing with the many problems and issues inherent in smoothing the transition from school to work requires decided articulation and joint endeavors of community leadership--that of both education and the work world. One needs only to consider the ramifications and implications of but one major educational problem, that of preparing school counselors (of which there are too few for the numbers of students to be served), to comprehend the complexity of this great need to muster the best resources and leadership of education and work to meet the challenges of the many critics. Counselors are required usually to have teaching experience as preparation for counseling, yet "rarely know the world outside the school."[7]

The career education movement is "... dedicated to avoiding the creation of a dual system of public education in the United States."[8] It calls for our educational system to enlist resources of all other segments of society and community to meet the educational needs of youth and adults. Career education is a call for collaboration of all sectors of community--education, service agencies, business, labor, industry, and the like--to provide appropriate and meaningful educational opportunities for all citizens. Perhaps one of the

[2]Alvin Toffler, ed., Learning for Tomorrow (New York: Vintage Books, 1974), p. 302.

[3]Larry J. Bailey and Ronald Stadt, Career Education: New Approaches to Human Development (Bloomington: McKnight Publishing Company, 1973), p. 413.

[4]Ralph D. Berenger, "Career Education: How Big a Change," Compact 9 (June, 1975), p. 5.

[5]"Washington Monitor," Education U.S.A. 17 (June 16, 1975), p. 241.

[6]Willard Wirtz, The Boundless Resource: A Prospectus for an Education-Work Policy to be published by The New Republic Press.

[7]"Education and Work: Moving from Isolation to Integration," Carnegie Quarterly 23 (Spring, 1975), p. 6.

[8]An Introduction to Career Education, A Policy Paper of the U.S. Office of Education (Washington: U.S. Government Printing Office, 1975), p. 13.

greatest accomplishments to be achieved is "... to draw educators out of schools, boards of education, and offices of education ... into the world of work. Without a thorough knowledge of this world, they probably will never be able to design a career education program that is responsive to the needs of young students and workers."[9] In addition, it is well to provide for employers experiences which develop sensitivity to the changing values and a knowledge of the kinds of jobs and occupations needed for future workers. "A shift in focus toward more humanistic values will require insight, courage, commitment, and strong leadership."[10] The challenge is upon us all.

PURPOSE AND INTENT OF CAREER EDUCATION

America's philosophical commitment to provide educational opportunities for all so that each individual may have the opportunity to reach his or her fullest potential is the heart of the career development and career education concepts. While the movement has roots in basic philosophical goals of American education, it addresses critical problems of the individual in society, such as those of economics, self identity, human relations, relevance in education, lack of quality in education, career entry, career progression, personal-social needs, competencies, and the like. Career education has a unified approach which is in harmony with existing education, whether that which exists is innovative or traditional. There is no intent to destroy that which exists in education. The purpose of career education is to improve and enhance that which exists by integrating or infusing career education concepts, goals, and/or strategies into existing learning experiences, curricula, or programs as appropriate, in order to provide education that is relevant to the individual and to society. Once decisions have been made at the local curriculum planning level as to what is developmentally appropriate for infusion into the existing programs, the term "career education" needs no longer to exist. The result is simply termed "improved, enhanced, enriched, or the like, education." Any change of lasting value in education requires time, commitment, perseverance, insight, skill, and concern for human worth and dignity; it would be erroneous, therefore, to lead anyone to believe that integration of career education is simple. It is not misleading, however, to state that it is possible, because it is already significantly implemented in many schools (K-12).

FOCUS OF DOCUMENT AND RATIONALE

This document has been designed for use by university program or instructional planners in the preparation of undergraduate and graduate personnel for implementing career education (K-12). This focus has been designated for a number of reasons. The society is expecting qualified teachers in schools (K-12); most teacher education graduates are not prepared to teach curricula infused with career education. Quality in career education which to date has been dependent primarily upon in-service education by public school districts needs improvement. All students (K-12) present and future are/will be taught by products or graduates of teacher preparation agencies. Over a period of time, every student (K-12) can profit from being taught by qualified teachers. If quality and relevance are of prime concern in career education, then every person trained as an educator should be prepared to meet those needs. Preparing qualified personnel for career education (K-12) is one way of improving education, reducing student alienation in schools--and ultimately reducing worker alienation in society.

It is true that all students of higher education deserve career education instruction; however, time and money do not permit the developers of this document to address this larger need. Although this resource document is developed specifically for planning instruction for undergraduate and graduate trainees for career education (K-12), it can also be of interest and use to school districts planning and conducting in-service preparation in career education.

[9] Work in America (Cambridge: The MIT Press, 1973), pp. 151-152.

[10] James A. Peterson and Dick Park, "Values in Career Education: Some Pitfalls," Phi Delta Kappan 56 (May, 1975), p. 623.

BASIC COMPONENTS AND PURPOSE OF PLANNING DOCUMENT

Since developers of this resource document are cognizant of the many issues and related implications that may constrain or slow university involvement in meeting the career education needs described herein, a resource has been designed which is feasible for immediate university or professor use. The planning intent is for the user to integrate career education into existing personnel development programs, courses, or instructional units.

For program or classroom instructional planning, this document is comprised of three basic components: (1)105 broad general goals in career education personnel development which are significant to quality career education for integration into existing educational personnel preparation programs; (2)two or more alternative strategies for achieving each of the 105 goals; and (3)university staff approaches for integrating career education into existing university personnel development courses or programs (K-12).

IDEAS FOR UNIVERSITY PLANNING

This resource is not a program; rather, it provides to the user ideas for planning career education instruction for university trainees preparing (1)to teach at K-12 levels, (2)to perform administrative or supervisory duties at K-12 levels, (3)to counsel students at elementary and secondary levels, and the like--in short, for involvement in either teaching of or support services for career education (K-12). There are more ideas contained herein than any one individual or university would wish to implement. Furthermore, the ideas are not comprehensive or exhaustive for any given goal; they are intended to stimulate user ideas which implemented locally, may be of greater value than the original idea(s) which initiated them.

INFUSION OR INTEGRATION AS PLANNING PRINCIPLE

Goals of this resource have been stated very broadly for two basic reasons: (1)to serve to give direction only for development locally of specific objectives for integration into existing instructional objectives for personnel preparation for kindergarten through twelfth grade (development of objectives locally should provide relevant curriculum); and (2)to accommodate the many areas and types of existing preparation programs in personnel development (K-12), such as elementary education, secondary education, guidance, educational administration, library science, vocational education, and the like. In fact, this resource is only for aiding curriculum development; it is designed to permit and require decisions about what is taught in career education personnel development to be made locally.

DATA SOURCES FOR DOCUMENT

A blend of field data and literature data as well as project staff experience in career education personnel development serves as resources for development of this document for university instructional planning for career education personnel development (K-12). Goals and alternative strategies have been developed from a synthesis of (1)field data collected by classroom observation (K-12) and interviews in twenty-five sites in the United States (see Appendix B for listing of public school site personnel who contributed); (2)appropriate data selected from the literature; and (3)project staff training and experience. The draft goals and strategies have been reviewed by individual university staff members and/or teams of university personnel, university students, and school personnel (K-12) involved in career education in-service programs. (See Appendix B for listing of contributors to or participants in university data-collection workshops.)

As revealed in Appendix B, many practitioners at school (K-12) and university levels have aided significantly in the preparation of this resource. The twenty-five school sites provided for 100 observations of teaching-learning behaviors (K-12) and for interviews with students and staff. Critiques or reviews of draft goals and strategies have been completed in data collection workshops for universities from eight states. In addition to the review of draft goals and objectives, descriptions of approaches university staff might use in integrating career education personnel development into existing personnel development programs (K-12) have been solicited and included.

COMPOSITION AND USE OF DOCUMENT

All or some career education ideas herein may be used for planning, either at program development level or at classroom instruction level; they are the following: (1)broad general goals, (2)alternative strategies for developing those goals, (3)approaches which university personnel suggest for integrating career education into existing programs, courses, or units of instruction for preparation of personnel (K-12), and (4)brief

descriptions of the interest/effort in career education reported by universities other than those who have participated in data collection workshops.

A complete list of contributors of data for development of this document (see pp. 126 to 140) as well as names of contact persons for the described approaches (see pp. 64 to 109) for integration of career education are included for the user to pursue further information if he should find it necessary or helpful to do so.

Uses of this document are manyfold at undergraduate and graduate levels: (1)for developing new curricula or courses, (2)for planning units of instruction in preparing personnel (K-12), (3)for reviewing and assessing existing personnel development preparation programs in career education (K-12) to determine whether there is need for improving or modifying the existing programs, and (4)for integrating career education into existing personnel preparation programs (K-12) which have not been infused with career education. A further use of this document (beyond its intent) is for in-service education planning in career education. Goals and many strategies are appropriate for in-service needs.

This document does not provide initial orientation to career education concepts; it is intended for use by the consumer who has basic understandings of career education. There are a number of sources already existing in the literature for orientation in career education and career development concepts. Review of goals of this document does familiarize the reader with a perspective of the basic concepts of career education, however.

SUGGESTED PROCEDURES FOR PLANNING

The following procedures for instructional planning are suggested as general guidelines for using this resource document. It is recognized that each individual or group of planners will wish to develop specific planning procedures which meet the individual and/or group needs.

Comprehensive Program Planning. Planners may wish to (1)review approaches for integrating career education described for programs similar to their own; e.g., approaches for integrating career education into elementary education programs at undergraduate level; (2)glean ideas from described approaches which may be helpful to user needs; (3)determine, based on local needs of trainees and of existing program, appropriate points of infusion or integration of career education; (4)review and select goals from this document which are appropriate for points of intervention in the existing program identified in (3); (5)develop and write objectives appropriate for the program, based upon goals selected in (4); (6)organize and place objectives written for each goal selected, in the appropriate sequence among existing objectives of the program [it is feasible that some objectives of the existing program may be revised or rewritten in this planning for integration or infusion of career education,]; and (7)select and/or develop strategies for developing the objectives written for the selected goals. It is assumed that each university will organize personnel appropriately to carry out these planning procedures; the more staff involved in the planning of the program, the more effective will be implementation of the planned program. Involvement of staff in program planning should include as a minimum, university personnel teaching in the program, students who have already completed courses in the existing program, and community persons who represent essential resources to implementation of the program. Further steps in program planning beyond the scope of this document include identification of quality resources needed in implementing the strategies and development of evaluation procedures to determine how well the objectives have been met. Continuous evaluation is an essential ingredient for successful program or curriculum development. Revision of program and curriculum should follow sufficient evaluation.

Course or Unit of Instruction Planning. Individual professors may wish to integrate career education into their existing courses or into a unit of a course. Approaches in this document for integration of career education into courses or units of instruction for a given training area, such as secondary education, should be reviewed. The existing course or unit should be carefully thought through to determine appropriate points of intervention for career education. Procedures 4, 5, 6, and 7 for comprehensive program planning should be followed, the reference point in each case being a course or a unit within a course rather than a program as stated. Appropriate resources for strategies should be identified and/or prepared and evaluation items

should be written based upon objectives of the course or unit.

New Curriculum and/or Course Planning. Planning procedures similar to those previously described can be used for new curriculum or course planning. A distinct difference, however, is that a program or course does not already exist for integration of career education to occur. Using a number of curriculum development sources including this document, list program or course goals selected from the many sources. Write objectives which emanate from those goals, strategies for developing the objectives, sources to implement the strategies, and evaluation items based upon objectives. Utilize creative ideas of the developers as well as those from this document and other sources for preparing new programs or courses.

Although this resource document is developed specifically for use by personnel of colleges of education, it should be pointed out that for career education to be planned and implemented effectively, resources including the entire college or university, students, and community should be involved.

USE OF DOCUMENT INDEX

An index to facilitate the work of the user of this document is found on pages 141 to 150. Terms of the index include those which are common to existing teacher education preparation as well as to career education concepts. After each primary or secondary index heading are written the code numbers of goals and/or page numbers appropriate for that heading. Anyone using this document for extensive planning with limited development time is encouraged to use this index.

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___	___	___	___	strategies	___	___	___	___	university personnel
___	___	___	___	approaches (descriptions)	___	___	___	___	index
___	___	___	___	names of contact persons	___	___	___	___	other (specify)
___	___	___	___	goals/strategies selected by university personnel	___	___	___	___	_____
___	___	___	___	contributors	___	___	___	___	_____

Comments/Suggestions _____

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Fold

GOALS AND ALTERNATIVE STRATEGIES FOR INTEGRATING CAREER EDUCATION INTO EXISTING PERSONNEL DEVELOPMENT CURRICULA

UNIVERSITY TRAINEES WILL----

GOALS	ALTERNATIVE STRATEGIES
G-1 DEVELOP AND/OR EXTEND KNOWLEDGE AND UNDERSTANDING OF RELATIONSHIPS AMONG EDUCATION, CAREERS, CULTURE, AND LIFESTYLES.	S-1a Identify specific relationships among education, careers, culture, and lifestyles; (e.g., the general characteristics of lifestyles associated with careers; cultural characteristics which may have significance for lifestyles and/or careers; and the common and/or unique educational requirements significant for careers). S-1b Identify and discuss past personal experiences in business and/or industry, that relate to education careers, culture, and lifestyles. S-1c Identify, list, and study resource materials that extend knowledge and understanding of relationships among education, careers, culture, and lifestyles. Distinguish resources appropriate for given developmental levels of learning. S-1d Identify/compare past relationships and trends of work, lifestyles, education, and culture to present trends of work, lifestyles, education and culture. S-1e Interview persons from varied backgrounds of education, work, lifestyles, and cultures. Analyze interview information and formulate statements of principles or relationships which exist among education, work, lifestyles, and cultures.
G-2 IDENTIFY A WORKING DEFINITION OF CAREER EDUCATION. (K-I, p. 2-a)*	S-2a Read various definitions of career education. Discuss in a group and list ideas regarding: 1. the importance of developing a definition of career education. 2. commonalities and differences among the definitions presented. 3. a tentative working definition of career education. If the group reaches no consensus regarding definition, it should record the main trends or ideas in the discussion for future reference. (K-I, p. 9) S-2b Write a concise definition of career education as you understand it operates in a school system. Enlist review/critique of your definition by a panel of personnel involved in career education. Revise the definition, based upon review data. (K-I, p. 9)

*Parenthetical letters and page numbers refer to documentation sources referenced in Notes on p. 63.

GOALS	ALTERNATIVE STRATEGIES
	S-2c Write a personal career education philosophy consistent with one's working definition of career education.
G-3 DEVELOP AN UNDERSTANDING OF CAREER AWARENESS, CAREER EXPLORATION, AND CAREER PREPARATION CONCEPTS.	S-3a Study two or more sources in career development and distinguish among career awareness, career exploration, and career preparation concepts. Write a summary of principles for each. Identify implications of each (career awareness, career exploration, and career preparation) for instructional planning and implementation. Identify/list locally accessible materials, resource people, and field trip sites that can be used in the teaching of career awareness, career exploration, and career preparation concepts for each grade level of a school district. S-3b Identify K-12 student readiness skills and experiences necessary for understanding appropriate career awareness, career exploration, and career preparation concepts for each grade level. S-3c Identify/review two or more sources in which career awareness, career exploration, and career preparation are defined; write operational definitions for each. Determine the career education needs of students in a given school district and classify those needs according to operational definitions.
G-4 DELINEATE BASIC PRINCIPLES THAT UNDERLIE CAREER EDUCATION. (K-I, p. 2-a)	S-4a Research the conceptual assumptions of basic career education concepts in the literature, such as in USOE's Policy Paper, An Introduction to Career Education, pp. 4 and 5; specify underlying principles for each assumption. S-4b Review three career education program descriptions of local school districts; identify the basic assumptions/principles of career education within each program. S-4c Participate with career education consultants in a discussion of the basic principles that underlie career education and identify implications of the principles for relevancy in curriculum and education.

GOALS	ALTERNATIVE STRATEGIES
	S-4d Observe classes in which career education goals are integrated and other classes in which they are not; identify those principles of teaching-learning observed in career education environments which are distinctively different from those of classrooms in which career education is not integrated.
G-5 FORMULATE A CAREER EDUCATION RATIONALE THROUGH IDENTIFICATION/UNDERSTANDING OF CAREER EDUCATION PRINCIPLES AND CAREER-RELATED SKILLS. (A, p. 73)	S-5a Compose a letter to a hypothetical local board of education, listing the needs of the school and its community, that warrant installation of a career education program. Include in the letter a rationale for such a program based on the expressed needs, state and national statistics, local attitudes, and interests. Emphasize in the letter the implications of career education for the elementary and secondary school programs. (K-I, p. 2-b) S-5b List the various rationales for career education given in various sources and compare the rationales. S-5c Write/present a rationale for career education; document the rationale with appropriate materials and resources.
G-6 IDENTIFY MAJOR GOALS OF CAREER EDUCATION. (K-I, p. 2-a)	S-6a Discuss in small groups the differences and/or similarities among the goals of career education and education found in a given set of literature sources. S-6b Identify through conferences with and observations of public school personnel where, within a given curriculum, the objectives and strategies of instruction can be modified/extended to meet the goals of career education. S-6c Design a series of bulletin board displays, each based upon the major goals of career education, for a given age or developmental level. S-6d Compare various career education goal/objective matrices (e.g., Comprehensive Career Education Model, Texas Learner Outcomes, Michigan Student Outcomes, Arizona Matrix, etc.; note similarities and differences.

GOALS	ALTERNATIVE STRATEGIES
G-7 DIFFERENTIATE BETWEEN CAREER EDUCATION AND CAREER DEVELOPMENT. (K-I, p. 24-a)	S-7a Identify/list various career education resources that differentiate between career education and career development; give a presentation explaining the differences. S-7b Review a career education curriculum (K-12) and distinguish between career education concepts and career development concepts within the program. S-7c Develop a presentation for a community group that demonstrates/illustrates the distinctions between career education and career development. S-7d Develop a career education guidance component that utilizes the concepts of career development. S-7e Write a paper explaining the interrelationships between career education and career development.
G-8 DEVELOP LONG-/SHORT-RANGE PROGRAM PLANS FOR IMPLEMENTING CAREER EDUCATION (K-12).	S-8a Discuss the pros and cons of long-/short-range program planning for the implementation of career education. S-8b Prepare justifications of long-/short-range career education program plans; conduct a simulated panel for teachers, administrators. students, community, business and industry, justifying the need for both short-and long-range planning for career education. S-8c Develop a guide which describes how to develop long-/short-range career education program plans; include in the guide the advantages and disadvantages of both types of planning.

GOALS	ALTERNATIVE STRATEGIES
G-9 IDENTIFY INFORMATION TO BE TAUGHT IN THE STUDY OF AN OCCUPATION; INCLUDE IDENTIFICATION OF OCCUPATIONAL INFORMATION, GOALS, OBJECTIVES, AND SKILLS BASED UPON CAREER DEVELOPMENT CONCEPTS APPROPRIATE TO VARIOUS DEVELOPMENTAL LEVELS.	S-9a Simulate a career-related situation or problem wherein trainees experience varied skills, roles, and functions within an occupation. S-9b Organize research teams to identify and gather materials which provide goals, objectives, skills, and occupational information at various developmental levels. S-9c Utilize resource persons to demonstrate skills and provide information to gain an understanding of an occupation; specify the various developmental levels to which this information/skills is/are appropriate.
G-10 IDENTIFY/DIFFERENTIATE CAREER EDUCATION RESOURCES (REFERENCES IN PRINT AND COMMUNITY PERSONS) APPROPRIATE/NECESSARY FOR ACCESSING CAREER INFORMATION (OCCUPATIONAL, EDUCATIONAL, AND PERSONAL-SOCIAL).	S-10a Develop and organize by career clusters a career-oriented resource package which includes an annotated bibliography of references in print. S-10b Simulate the use of career-oriented materials/resource persons to introduce career units of instruction at various developmental levels. S-10c List the steps/procedures/resources for accessing occupational, educational, personal-social career information, such as those of the community and those of national organizations. S-10d Compare computerized career information systems (e.g., SIGI, CVIS, OIS, etc.).
G-11 EXTEND KNOWLEDGE AND UNDERSTANDING OF THE WORLD OF WORK, CAREER CLUSTERS, OR SIMILAR CONTENT SOURCES REGARDING CAREER INFORMATION.	S-11a Develop a chart or illustration of the 15 USOE career clusters with their corresponding families of occupations and/or other career information. S-11b Interview persons such as employers, personnel managers, trade organization representatives, and state employment counselors to determine educational, occupational, and personal-social requirements for various occupations; identify from sources in print occupational requirement information; compare the interview information with that of printed sources.

GOALS	ALTERNATIVE STRATEGIES
	S-11c Select an occupation and locate in the Dictionary of Occupational Titles related jobs to the occupation selected. Explore further, jobs related in career information sources, such as the Occupational Outlook Handbook, and the like. S-11d Identify in various career clusters those jobs/occupations for which one's chosen academic major or minor can prepare one.
G-12 DEVELOP AND/OR EXTEND KNOWLEDGE AND UNDERSTANDINGS REGARDING THE VARIED SOCIETAL SEGMENTS WITHIN A COMMUNITY AND IDENTIFY THE IMPLICATIONS/RELATIONSHIPS OF THAT INFORMATION ABOUT EACH SEGMENT FOR CAREERS, EDUCATION, FAMILY, LIFESTYLES, AND CULTURE.	S-12a Identify the societal segments of a community. Select two or more segments for investigation and study. Determine the implications of knowledge about those segments of community, for careers, education, family, lifestyles, and culture. S-12b Discuss the advantages of being knowledgeable about the varied societal segments within a community.
G-13 DESCRIBE THE DUTIES, WORKING CONDITIONS, SALARY RANGES, AND OTHER SPECIAL CHARACTERISTICS ASSOCIATED WITH SPECIFIC OCCUPATIONS WITHIN THE CAREER CLUSTERS OF A CAREER CLUSTER SYSTEM.	S-13a Interview individuals within various segments of the community to identify information/opinions regarding working conditions, job satisfaction or dissatisfaction, salary range, employee benefits, job responsibilities, and the like, associated with their particular occupations. S-13b Observe work activities in several employment settings to identify working conditions, job responsibilities, etc. Interview several employers and employees to determine job satisfaction/dissatisfaction, salary range, opportunities for professional growth/promotion. S-13c Identify/review literature sources to determine special characteristics/factors associated with occupations within career clusters, such as working conditions, salary range, benefits, etc.

GOALS	ALTERNATIVE STRATEGIES
	S-13d Observe workers on the job and conduct a task analysis noting tasks performed, frequency of performance, importance of task and the learning difficulty of the task. (A, p. 42)
G-14 DEVELOP A KNOWLEDGE OF MANPOWER NEEDS AND EMPLOYMENT TRENDS AT THE LOCAL, STATE, AND NATIONAL LEVELS.	S-14a Choose an occupation and identify employment opportunities by contacting such sources as the United States Department of Labor, state employment agencies, and employers in the community. S-14b Develop a graph showing local, state, or national manpower needs for past and present; extend graph to show projected manpower needs for the next twenty years. S-14c Record and analyze newspaper ad information for two weeks regarding two occupations. Report findings of relationships of supply/demand for given occupations.
G-15 DEVELOP SKILLS AND UNDERSTANDINGS REGARDING JOB PLACEMENT AND ITS IMPLICATIONS FOR PLANNING FOR TEACHING-LEARNING. (B, p. 103)	S-15a Develop/design a work-study program that facilitates job placement following graduation from a school system. S-15b Plan and simulate teaching-learning experiences which develop/demonstrate skills and procedures for seeking employment. S-15c Role play an effective operation of job placement and emphasize its relationship to teaching-learning.
G-16 DESCRIBE EMPLOYMENT PROCEDURES USED IN HIRING PERSONNEL.	S-16a Visit public and private employment agencies, personnel departments, and employers in a community and report on employment procedures that are practiced. S-16b Describe the steps that a person must follow in obtaining a work permit. (E, p. 53) S-16c Write a position paper describing the effect labor unions, employers, and employees have upon employment procedures used in hiring personnel.

GOALS	ALTERNATIVE STRATEGIES
G-17 IDENTIFY AND DEVELOP UNDERSTANDINGS OF CAREER EDUCATION CONCEPTS, CAREER EDUCATION ROLES, AND THE COOPERATION NEEDED TO IMPLEMENT CAREER EDUCATION AS AN INTEGRAL PART OF EDUCATIONAL EXPERIENCES WITHIN THE COMMUNITY. (H, p. 1)	S-17a List several career education concepts/terms (on transparency or chalkboard) which are found in career education models. Each trainee will write a definition for each term/concept; in small groups, trainees will compare definitions and summarize the discussion. S-17b Show transparencies of various career education models. Discuss/compare the relationships among the models. S-17c Discuss the meanings of given career education concepts and identify appropriate personnel roles to implement the career education concepts. Discuss changing career roles in society and how those roles affect the educational system and the changing roles therein. Give examples of how personnel roles in universities/colleges/schools (K-12) may change, in view of the career education movement. S-17d Identify interrelationships of roles and the need for cooperative involvement to infuse career education into existing programs; share/discuss ideas and recommendations. S-17e Conduct door-to-door interviews in a community to identify community attitudes toward career education and to determine what the community sees its role/involvement to be in career education at the public school (K-12), college/university, and post-secondary levels. S-17f Interview personnel in various roles in existing K-12 career education programs to determine what they view their roles to be.
G-18 IDENTIFY THE IMPLICATIONS OF CAREER EDUCATION FOR THE ENTIRE EDUCATION OF EACH INDIVIDUAL STUDENT. (A, p. 62)	S-18a Read a book selection from a given list of resources on career education. Give an oral report to others (university trainees) by summarizing briefly what was read, giving a personal evaluation of the book and identifying the implications that the content has for education, the student, and the teacher. S-18b Conduct a case study of a child identified in school (K-12). Identify the educational needs of that student and the implications of career education for meeting those needs.

GOALS	ALTERNATIVE STRATEGIES
	S-18c Write a paper on the implications of career education for the improvement of education today.
G-19 DEVELOP A KNOWLEDGE OF THE HISTORICAL, PHILOSOPHICAL, SOCIOLOGICAL, AND PSYCHOLOGICAL FOUNDATIONS OF CAREER EDUCATION CONCEPTS.	S-19a Review the historical, philosophical, sociological, and psychological foundations of education. Discuss the implications of career education concepts for the foundations of education. S-19b Write a paper tracing the historical, philosophical, sociological, and psychological foundations of career education concepts. S-19c Participate in panel discussions on the historical, philosophical, sociological, and psychological foundations of career education concepts.
G-20 DEVELOP/APPLY APPROPRIATE AND VARIED INTERPERSONAL SKILLS NECESSARY FOR PLANNING AND IMPLEMENTING CAREER EDUCATION EXPERIENCES.	S-20a Participate in small group discussions wherein they (trainees) examine (1)those personal-social qualities that they are proud of (e.g., hard working, patient, dependable, unselfish, etc.), and (2)occupations for which they feel they have appropriate personal-social skills. (N, p. 72) S-20b Observe a meeting of city council, school board, faculty, student council, teacher associations or other groups to identify/compare/analyze and report on career role relationships and the influence people with leadership/authoritative roles have on performance in group situations. S-20c Discuss the varied ways in which one may cope with the authority exercised by others in work-related situations and how authority may affect one's personal goals. (N, p. 74) S-20d Discuss women's liberation, family structure, and adolescent rebellion as each relates to authority and democracy in the world of work. (N, p. 75) S-20e Discuss/describe possible causes of conflict situations in interpersonal relations, e.g., value and belief differences, miscommunication, or opposing goals. (N, p. 75)

GOALS	ALTERNATIVE STRATEGIES
	S-20f Role play examples of authority conflict situations in the school (teacher-student, teacher-teacher, teacher-administrator, etc.) or in other settings. Role play family authority conflicts to develop skills to resolve adult-adolescent conflicts. Discuss alternative responses for solving conflicts. (N, p. 75) S-20g Assign short-term career-related group tasks. Allow each group to discuss individual behaviors which helped and/or hindered group progress on a task. Suggest ways to improve group cooperation. (N, p. 77) S-20h Counsel a student (K-12), discussing the implications of interpersonal skills for chosen career(s) goals. Refer to examples in varied lifestyles.
G-21 IDENTIFY, STUDY, AND APPLY SKILLS AND GUIDELINES DESIGNED TO REDUCE WORKER ALIENATION. (G, p. 9)	S-21a Interview employees in a local business/industry where worker alienation exists, and through discussion ask for their solutions to this problem of alienation. S-21b Simulate worker conflict situations and apply skills/guidelines that will reduce worker alienation. S-21c Review literature sources to identify guidelines and skills to reduce worker alienation. S-21d Interview employers and employees regarding worker alienation. Analyze interview data to determine correlation and/or discrepancies between responses of employers and employees regarding causes and treatment of worker alienation. Compare ways to reduce worker alienation as identified in the literature, by employees, and by employers. S-21e Identify sources of worker alienation in the K-12 classroom and describe applications of career education to improve the situation.

GOALS	ALTERNATIVE STRATEGIES
	S-21f Analyze the cause/effect phenomenon of worker alienation, career change, worker health, and worker productivity.
G-22 DEVELOP A KNOWLEDGE OF INTERGROUP/ INDIVIDUAL DIFFERENCES IN MOTIVES, ATTITUDES, VALUES, AND SOCIAL NORMS AND OF INFLUENCE OF THOSE DIFFERENCES ON RESPONSES TO SCHOOLING AND CAREERS. (F, p. 10)	S-22a Participate in rap sessions in which are addressed the motives, attitudes, values, and social norms of trainees toward schooling and careers. Discuss the commonalities and differences of opinion expressed as well as the rationales for positions taken. S-22b Discuss in class the effect/influence that individual differences of opinion have on educational and career planning. Discuss alternative approaches that those working as a group may utilize in order to accomplish a task. S-22c Simulate a planning session of an international committee (comprised of persons with different nationalities and with varied values, motives, attitudes and social norms toward education, schooling, and careers) which addresses the issue of future education, schooling, and careers. Identify and discuss individual differences of persons in the group assigned to certain tasks and the advantages/disadvantages of group work. Identify/discuss types of tasks which may or may not be most appropriate for large and/or small group involvement and why.
G-23 DEVELOP HUMAN RELATIONS SKILLS AND GROUP COUNSELING TECHNIQUES TO ASSIST STUDENTS WITH SELF AWARENESS/CAREER EXPLORATION.	S-23a Discuss the use of group counseling techniques for career education study and how, if effectively utilized, the techniques can assist students (K-12) to develop self-awareness skills. S-23b Observe activities/functions in a career counseling center to identify skills which enhance K-12 students' career awareness, career exploration, and career preparation experiences. S-23c Organize/conduct group counseling sessions to assist K-12 students in developing self-awareness in relation to exploring career alternatives. S-23d Co-lead (in conjunction with a practicing school counselor) a group of K-12 students in a career exploration session.

GOALS	ALTERNATIVE STRATEGIES
G-24 DEVELOP SKILLS TO COLLECT, ANALYZE, AND UTILIZE NEEDS ASSESSMENT DATA FOR THE PURPOSE OF DEVELOPING LONG- AND SHORT-TERM COMPREHENSIVE CAREER EDUCATION PROGRAM PLANS/INSTRUCTION.	S-24a Identify/review several career education needs assessment studies. Discuss the studies at length to identify value and purpose of such studies. S-24b Identify and review the necessary components of a needs assessment in career education. S-24c Select a public school district and (1)conduct interviews with students (K-12), school and community personnel to gather data to develop a needs assessment plan specific to that district; (2)administer the needs assessment instrument and report the results of the needs assessment to appropriate members of the community; (3)assist teachers, counselors, curriculum specialists, community persons, administrators and others in planning to improve curriculum/instruction in career education based on analysis of needs assessment data. S-24d Attend rap sessions of students (K-12) discussing experience in school to observe student behaviors and to develop a sensitivity to their educational needs and career concerns. S-24e Conduct interviews with K-12 students, K-12 graduates, dropouts, and persons in the business/industry community to collect information on student and manpower needs/interests which may assist program planners in planning long- and short-range career education instruction. S-24f Develop a plan for the assessment of the needs of K-12 students, teachers, administrators, business/industry and community. S-24g List/discuss various kinds of information that one should collect to analyze the needs of a community. S-24h Simulate needs assessment techniques such as home visitation of students (K-12) to seek student and parent views on career-related issues. (J, p. IV-7)

GOALS	ALTERNATIVE STRATEGIES
G-25 DEVELOP AN UNDERSTANDING AND KNOWLEDGE OF CHILD DEVELOPMENT AS IT RELATES TO THE WORLD OF WORK.	S-25a Review several sources on the concept/theory underlying child development. S-25b Discuss work as it affects one's educational, social, and economic being, and vice versa. S-25c Discuss/compare the relationship between a child's development and the world of work. Relate the developmental concepts of self/career awareness, career exploration, and career preparation to the stages/levels of a child's development.
G-26 IDENTIFY CAREER EDUCATION GOALS AND OBJECTIVES BASED ON CAREER DEVELOPMENT CONCEPTS APPROPRIATE TO CHILD/ADOLESCENT GROWTH AND DEVELOPMENT.	S-26a Identify/discuss an instructional unit which includes objectives for child/adolescent growth and development. Determine the career development goals which may be integrated into that curriculum. S-26b Determine career interests of K-12 students in a given classroom. Search for appropriate career information sources for students' interests and levels of ability. List appropriate objectives for the given students to accomplish - objectives which are appropriate to the developmental levels and career interests of individuals in the classroom. S-26c Select a career development concept such as: 1. the changing roles of women in the world of work, or 2. respect for the individual and the work one does (based upon understanding the values of work, lifestyles, and the contributions of the individual worker to self and to others). Develop a unit of instruction for K-12 students, based upon a selected concept which is appropriate to interests and levels of ability. Write objectives for the unit and appropriate alternative strategies to meet the objectives.
G-27 DEVELOP A KNOWLEDGE/CONCEPTUALIZATION OF THE ROLE OF PRACTICING STAFF MEMBERS TO ACHIEVE INSTITUTIONAL CAREER EDUCATION GOALS AND OBJECTIVES.	S-27a Simulate a planning session of staff members to implement career education goals and objectives.

GOALS	ALTERNATIVE STRATEGIES
	S-27b Observe staff members in different roles in the school setting implementing career education goals/objectives. Synthesize observation data and determine whether staff is achieving institutional goals and objectives. S-27c Review curriculum and staff development materials to identify common roles of staff members in implementing career education.
G-28 DEVELOP A RATIONALE FOR INFUSING CAREER EDUCATION INTO THE CURRICULUM.	S-28a Review sources which address the pros and cons of infusing career education into the curriculum. Select a point of view (pro or con), prepare to defend it, and debate that position. S-28b Write term papers citing references both pro and con for infusing career education into the curriculum. Choose a position on the issue and include an appropriate rationale. S-28c Arrange for two speakers to address the class, one focusing on a rationale for infusing career education and the other on a rationale against infusing career education into the curriculum.
G-29 IDENTIFY THE FACTORS WHICH INFLUENCE CAREER CHOICE.	S-29a Interview community employers to determine factors which influenced their career choices past and present. Report and discuss with the class. S-29b Interview students (K-12) and their parents to identify factors which influenced their respective career choices. S-29c Write a paper tracing the development of one's career choices to the present, focusing on the factors which influenced and still influence those choices.

GOALS	ALTERNATIVE STRATEGIES
	S-29d List occupations/careers which one would not choose to pursue. Discuss in detail some reasons for not pursuing jobs in the areas listed. (Make a list of reasons parallel to rejected occupations.) In summary, review some of the factors which influenced trainees' career choices. Point out personal valuing; peer, parent, societal pressures; work conditions; lifestyles; supply-demand--all as factors influencing the making of career choices.
G-30 DEVELOP/DEMONSTRATE AN UNDERSTANDING OF DECISION-MAKING AND PROBLEM-SOLVING SKILLS AS THEY RELATE TO CAREER CHOICE AND CAREER PREPARATION.	S-30a Simulate the problem of three friends who go together for an interview for the same position. After interviewing each person individually, the employer calls all three in for a conference (together) to explain that all three are qualified but only one position is available. The employer asks the three friends to decide among themselves which one will accept the position. S-30b Become an active member of a working committee on campus involved with problems and decisions which the university addresses. Analyze the committee's use of decision-making/problem-solving procedures. Compare decision-making and problem-solving procedures taught to those practiced by personnel in the education profession. S-30c Arrange and participate in field trips and personal interviews in several areas related to the trainee's career choice. From the field trips and personal interviews, analyze/evaluate the career information gathered, and determine whether or not to retain one's original choice. S-30d Identify, review, and study programmed instructional materials that address the development and use of decision-making and problem-solving skills in activities related to career choice and career preparation.
G-31 DEVELOP SKILLS NEEDED TO ACT AS A LIAISON AND RESOURCE PERSON TO THE COMMUNITY TO KEEP THE COMMUNITY INFORMED OF NEW DEVELOPMENTS IN CAREER EDUCATION.	S-31a Assume roles of resource and liaison persons; demonstrate how those persons keep the community informed about career education and how they can utilize community suggestions for implementing career education. S-31b Attend a lecture by an educational liaison person about skills needed to be effective in the educational liaison role, the range of one's responsibilities, problems encountered in that role, community involvement with liaison persons, and the like.

GOALS	ALTERNATIVE STRATEGIES
	S-31c Observe a university or K-12 school liaison person on-the-job to learn the application of skills for keeping community persons apprised of current developments in career education.
G-32 DEVELOP LEADERSHIP SKILLS FOR IMPLEMENTING CAREER EDUCATION IN THE SCHOOL/COMMUNITY.	S-32a Discuss the need for development of career education leadership skills in the school/community. S-32b Participate with K-12 school/university persons to plan/implement career education activities involving school and/or community. S-32c Simulate school/community career education leadership roles in which are identified role responsibilities and planning functions. S-32d Demonstrate leadership skills in implementing career education by developing a delivery system for career education information which has been identified as needed by the school/community.
G-33 IDENTIFY/EXHIBIT ATTITUDES AND BEHAVIORS TOWARD CAREERS WHICH ENHANCE STUDENT (K-12) SELF-CONCEPT DEVELOPMENT.	S-33a Select two occupations - one desirable, the other undesirable to the trainee. List desirable and undesirable traits of these occupations. Observe/interview workers in both occupations on site. List desirable and undesirable characteristics of occupations based upon observation data. Compare lists prepared before and after observations. Discuss the implications of these experiences for attitude development and attitude/behavior change. Determine factors (positive and negative) which influence attitudes toward work and careers. Designate the contribution that observation can make toward attitude formulation or change. S-33b Discuss with other trainees how their attitudes toward certain careers (pro or con) can affect K-12 students' awareness of careers, their attitudes towards certain occupations, their work values, etc.

GOALS	ALTERNATIVE STRATEGIES
G-34 DEVELOP CAREER EDUCATION GOALS FOR INFUSION INTO A LOCAL SCHOOL SYSTEM PROGRAM.	S-34a Identify the program goals in a local school system and develop career education goals which may be infused within the curriculum to meet the needs of students. S-34b Develop career education objectives which will meet the career awareness, career exploration, and career preparation program needs of children in a local school system. Review and critique objectives/goals as a class. S-34c Simulate the educational role the trainee is preparing to take in public education and develop career education goals/objectives for students (K-12) specific to that area. Trainees with common roles/content areas will compare and revise goals. Merge all objectives/goals from the various areas (add additional areas and objectives) to create a total career education program of goals/objectives for a hypothetical school system.
G-35 DEVELOP SKILLS IN PLANNING AND IMPLEMENTING STUDENT PLACEMENT SERVICES. (G, p. 9)	S-35a Identify and give examples of the components in a student placement system. S-35b Arrange for tours through the placement center on campus or in school (K-12). Speak with personnel in charge concerning jobs, duties, and services rendered. S-35c Arrange for a resource person from the student placement center to speak to the class regarding program planning and implementation at the placement office. The speaker will address characteristics/personality traits one should possess in order to be an effective placement officer. S-35d Simulate daily activities in a placement office wherein trainees assume the roles of students, employers, community persons, and placement personnel/officers. Analyze tasks and skills performed and needed. S-35e Observe/participate in placement program/activity planning with placement personnel through temporary assignment or internship.

GOALS	ALTERNATIVE STRATEGIES
G-36 DEVELOP SKILLS IN CONDUCTING FOLLOW-UP STUDIES OF FORMER STUDENTS (DROP-OUTS, GRADUATES, AND THE LIKE) TO PROVIDE RELEVANT DATA FOR IMPROVING CAREER PLACEMENT SERVICES. (B, p. 133)	S-35f Identify/critique innovative career placement programs. S-36a Identify any student follow-up system/procedure on campus within departments/colleges. Have a resource person (responsible for that follow-up activity) speak to the class. Discuss the question of the effectiveness of the existing follow-up activity. S-36b Review at least three follow-up study reports of students leaving K-12 schools and/or post-secondary educational institutions. Compare the components of the three follow-up studies, the kind of data collected, the success/effectiveness of procedures followed, etc. S-36c Identify at least three students (high school/college graduates or undergraduates) who have been placed in occupations by the placement office. Gather follow-up data (by phone, mail, personal interview). S-36d Identify dropouts from the university or public school. Collect follow-up data from these persons, report findings to the class; review/critique follow-up procedures used. S-36e Compare and contrast follow-up data collection instruments appropriate for collection of information about varied segments of the community such as dropouts, high school graduates, college graduates, etc.
G-37 DEVELOP AN UNDERSTANDING AND KNOWLEDGE OF THE FINANCIAL REQUIREMENTS OF CAREER EDUCATION. (J, p. VIII-3)	S-37a Obtain a copy of a local district budget. Identify budget items in support of career education. Develop a justification (i.e., economic, political, programmatic) to support those budget items. (J, p. VIII-7) S-37b Identify several components of career education (supervision, in-service, resource materials, equipment and aids, community involvement, etc.) and discuss the nature of each, relative to the kind of local financial support required. (J, p. VIII-10)

GOALS	ALTERNATIVE STRATEGIES
	S-37c Select one or two components of career education (e.g., supervision, in-service materials, equipment, community involvement) and identify the expenditures necessary to support each component. (J, p. VIII-10) S-37d Present an analysis of the expenditures necessary to support the materials components of career education. Identify pros and cons for having teachers develop their own materials rather than using commercial materials. (J, p. VIII-10) S-37e Develop a budget plan which specifies and summarizes the cost of career education in a program within a local budget. (J, p. VIII-10)
G-38 IDENTIFY/DEVELOP AN UNDERSTANDING OF EQUALITY CONCEPTS AND ROLES IN CAREER EDUCATION AS THEY RELATE TO PAST AND PRESENT RACE AND SEX STEREOTYPING AND TRENDS AMONG CULTURES AND IN WORK.	S-38a Interview a random sample of minorities to identify their views on career education and the rationale for their position(s) taken. Discuss pros and cons of career education as it relates to the needs of minorities. (K-VII, p. 4-a) S-38b Review/discuss sociological, philosophical, and historical literature sources to identify and trace present and past sex role trends in the world of work. S-38c Identify resource people whose job roles have changed from what they traditionally have been. Discuss their experiences in the new role(s); compare new role experiences with those in the old role(s). S-38d Participate in a panel discussion on the past and present trends of employment in relation to minorities, sex, and equality. S-38e Interview a random sample of employers and employees. Identify and discuss with them issues and problems in the world of work in relation to minorities, sex roles, and equality in employment.

GOALS	ALTERNATIVE STRATEGIES
	S-38f Review/discuss race and sex stereotyping of careers in instructional materials. Recommend ways to alleviate this concern. Discuss the effect that stereotyping in instructional materials may have on K-12 students' career choices. S-38g Develop guidelines for eliminating sex and race stereotyping in career education materials.
G-39 IDENTIFY FINANCIAL RESOURCES IN A LOCAL EDUCATION AGENCY NEEDED TO SUPPORT A TOTAL CAREER EDUCATION PROGRAM. (J, p. VIII-3)	S-39a Identify/review a sample of a local school budget. For each identifiable expenditure category, identify one or more expenditure items in each category that will support career education in a direct way. (J, p. VIII-13) S-39b Arrange for and participate in a panel discussion (including local resource people from business and government) which focuses on alternatives to new district expenditures to enhance the career education program. (J, p. VIII-14) S-39c Invite a member of a state education agency to speak to the class about state, regional and national funding of career education. Sources of funds and methods of acquiring those funds should be addressed. (J, p. VIII-14) S-39d Analyze the pros and cons of utilizing financial resources (local, state, and/or national) for career education programs. Issues such as short-term support, paper-work requirements, evaluation requirements, legal requirements, and the like should be included. (J, p. VIII-14) S-39e Identify financial resources (including non-LEA funds) for use in career education; determine those LEA funds essential from all sources to support a comprehensive career education program.

GOALS	ALTERNATIVE STRATEGIES
G-40 MAINTAIN LIAISON WITH STATE DEPARTMENT OFFICES (EDUCATION, FINANCE, LABOR, AND THE LIKE) FOR LONG-/SHORT-RANGE CAREER EDUCATION PLANNING.	S-40a Communicate with a representative of each of the state department offices, such as education, finance, and/or labor, regarding current local district needs for career education planning. S-40b Request to be placed on the mailing lists of state department offices for any career education information regarding state projects, planning, funding, pending/approved legislation, etc. S-40c Plan/implement a panel (state department officials and local legislators) for the district/regional curriculum planning committees/personnel to be informed by and interact with regarding career education. S-40d Plan/implement a review panel comprised of state department/local district(s) and community personnel to critique district plans for career education. S-40e Request from appropriate state department(s) copies of brochures, pamphlets, publications, and the like, which may be utilized as career information resources by school personnel or students. Organize materials into a resource file for career education. S-40f Plan/implement an open public forum on career education for a consortium of school districts, universities, business, industry, labor, and other community agencies/organizations, utilizing state department personnel as chair-and resource persons. S-40g Plan/host for parents and students a symposium of state department and local officials (representatives of labor, manpower, bureau of employment, rehabilitation, guidance counselors, chamber of commerce, handicapped) to address the topic of supply/demand as it relates to opportunities for employment. S-40h Analyze state and federal career education legislation to keep apprised of trends in order to maintain liaison with state departments in long-/short-range career education planning..

GOALS	ALTERNATIVE STRATEGIES
G-41 CLARIFY DEVELOPMENTAL TASKS AND ROLES OF PERSONS IMPLEMENTING CAREER EDUCATION.	S-41a Select a career cluster from one of a number of possible clustering systems which have been studied/reviewed. Within the selected cluster, each university trainee will (1) choose an occupational area; (2) review occupational information (specific to trainee's choice) from (a) one or more career development resource kits, (b) teacher-developed and/or commercially prepared teaching guides, (c) free and inexpensive educational materials of business, labor, hospitals, government agencies, social services, or the like appropriate to the chosen occupational area, (3) identify/classify roles and tasks of personnel needed to teach/prepare students (K-12) for the various common or unique types of work for that chosen occupational area; and (4) share among university trainees the classified information regarding roles and tasks of personnel required for preparing students (K-12) in career education. The composite information collected by the class (trainee members) will be analyzed/organized as a resource for all trainees for one cluster. Other clusters or parts thereof can be clarified similarly as time and need warrant in the preparation program. S-41b Observe three students--one each at elementary, middle school, and high school levels--within a career education setting; record tasks/roles of both the students and personnel involved in providing the learning experiences (school and/or community), and write three case histories of the tasks and roles of the learner and teaching personnel (school/community personnel). Give particular consideration to the developmental implications of tasks and roles observed. Write a two-page comparative analysis of the developmental characteristics and implications of tasks/roles observed at each of the three grade levels. S-41c Perform as an aide or assistant to a teacher or guidance counselor in career education learning experiences (simulated or real) for students (K-12) in a given class/grade level; keep a log of tasks/roles performed by all personnel who are involved in those career education experiences (e.g., those of the teacher/counselor, the professional/non-professional persons, the director of the career guidance center, and/or others); identify/analyze/clarify the developmental characteristics of those roles/tasks observed and performed.

GOALS	ALTERNATIVE STRATEGIES
	S-41d Interview three community persons (e.g., minister, mayor, hospital aide, mechanic, engineer, beautician, musician, salesperson, office clerk, artist, newspaper person, social worker, maintenance technician, author, service station attendant, machine operator, animal trainer, or the like) and record interview data regarding tasks/roles of each worker. Analyze tasks/roles identified by interview, compare interview information analyzed with that provided from a literature source, such as a career information resource kit, and distinguish between general information provided from the written source and that which is gleaned through communicating with a worker. Prepare a list of tasks/roles of persons planning and implementing career education experiences for students (K-12) based upon characteristics identified through analysis of the literature and of perceptions of interviewed workers.
G-42 ESTABLISH COMMUNICATIONS AMONG CAREER EDUCATION PERSONNEL REGARDING DEVELOPMENTAL ROLES AND TASKS OF PERSONS IMPLEMENTING CAREER EDUCATION (K-12).	S-42a Publish a trainee class newsletter regarding the various roles/tasks of trainees in preparing for implementing career education. Exchange class publication with others [such as professional organizations who publish periodicals for the education profession or for business or for industry, or the like; local school(s); other universities or community colleges; trainees' college community; state departments; United States Office of Education; ERIC for career education; employment offices; etc.] who publish. S-42b Plan/prepare a slide-tape resource delineating roles and tasks of persons implementing career education. Circulate slide-tape resource to others in university-community setting, for information purposes. S-42c Plan/develop jointly with community personnel, instructional resources regarding developmental roles and tasks of career education personnel. Utilize local media personnel as resource persons for development of the career education resources. S-42d Plan with personnel of other university departments/colleges as appropriate, for student trainee participation in department learning experiences which are significant to the preparation of the trainee for career education planning and implementation.
G-43 ORGANIZE/COORDINATE SCHOOL AND COMMUNITY UNDERSTANDING AND SUPPORT FOR CAREER EDUCATION EXPERIENCES/INSTRUCTION FOR YOUTH. (M, p. 13)	S-43a Organize/coordinate advisory groups for planning and implementing preparation programs in career education personnel development; i.e., councils or committees or the like which are comprised of members representing educators; students; parents; labor leaders; workers in professions; and community organization, business and/or industry personnel.

GOALS	ALTERNATIVE STRATEGIES
	S-43b Plan and implement an open-to-public career education fair/exhibition involving school/community personnel and students (K-12) to demonstrate career learning experiences and career preparation skills relating education, careers, lifestyles, and culture. This activity can occur as a culmination of units of study or of a semester's or year's educational effort. S-43c Plan for/enlist the assistance of education and community personnel in developing a career education resource file of community resources (facilities, materials, and personnel) for given units of instruction (K-12). S-43d Participate in an exchange of personnel for a given period of time wherein educators take over positions of other professional/non-professional occupations; business, industry, labor, and university personnel take/assume educational roles and perform tasks in public schools and/or universities other than their own; and the like. S-43e Plan/organize jointly with parents and teachers of a local school, parent involvement in classroom instruction for career education. Parents may serve as tutors, occupational models, or in other support service capacities for career education instruction. S-43f Publish a joint school-community newsletter to keep the public informed regarding joint career education activities for youth and adults. In some localities this may be accomplished as a centerfold of a regular, daily community newspaper. S-43g Plan with/coordinate a consortium of public relations officers of university, local school (K-12), government, business, news media, library, employment agencies, industry, labor, and/or the like to plan/develop a communications program regarding career education in the community.
G-44 MAINTAIN LIAISON WITH COMMUNITY GROUPS/ACTIVITIES SIGNIFICANT TO CAREER EDUCATION PLANNING AND IMPLEMENTATION.	S-44a Enlist/involve for membership in school committees and/or councils for career education planning and implementation, representatives of various and appropriate community and/or civic groups.

GOALS	ALTERNATIVE STRATEGIES
	S-44b Identify/utilize appropriate community and/or civic group/organization personnel to serve as resource persons for student, career education learning experiences (K-12). The community personnel can also serve as consultants for professional education staff. S-44c Disseminate information regarding career education planning and implementation in university and public school settings to community groups and organizations. S-44d Participate in/maintain active membership in one or more community groups/organizations which have significance for career education planning and implementation. (Example: A vocational education trainee in animal husbandry might support/communicate with the national and local organizations for humane treatment and preservation of animal species.) S-44e Give leadership to establishment of a joint (community/education) public relations council which communicates and/or plans regularly for consortium dissemination of career information and implementation of career education for youth.
G-45 PLAN/ARRANGE FOR WIDE COMMUNITY PARTICIPATION IN CAREER EDUCATION POLICY DECISION MAKING. (B, p. 169)	S-45a Simulate a board of education meeting wherein school and community representatives present/justify to the board of education a proposed draft plan for integrating/infusing career education concepts into a given school curriculum (K-12). Revise the draft plan, based upon simulated board of education response. S-45b Simulate three school-community mini-conferences for reviewing/critiquing a proposed draft plan for integrating/infusing career education concepts into a school curriculum (K-12). Revise draft plan based upon simulated mini-conference recommendations and present draft proposal to the board of education for approval. S-45c Role play planning for and implement plans for a citizens' advisory committee for education which advises the superintendent and/or the board of education regarding career education policy decisions which involve community/school resources. Conduct the role play three times, each time involving a distinct segment of the community in different geographic locations.

GOALS	ALTERNATIVE STRATEGIES
G-46 PLAN/DESIGN/ESTABLISH STAFF DEVELOPMENT IN-SERVICE PROGRAMS FOR CAREER EDUCATION.	S-45d Conduct a telephone survey of citizens of the community regarding their suggestions for preparing/developing a career education program for youth and adults. S-45e Plan/host a conference of community and education leaders (PTA officer, industry president, mayor, county commissioner, county auditor, employment office director, etc.) of the district to identify/develop tentative plans for designing an educational program in career education. S-45f Simulate participation on the part of education leadership in a banking firm's quarterly board meeting. Education leadership presents its response to a prepared request of the banking firm for improved qualifications and competencies of local school graduates. S-46a Develop/administer a questionnaire to determine the needs of a local school staff for implementing instruction in career education (K-12). Tally, organize, and analyze questionnaire responses. Plan a workshop to meet the staff needs identified through collection and analysis of questionnaire/survey data. S-46b Organize a community/citizens group to plan/support educational staff in identifying appropriate community resources for education staff to gain understanding/knowledge about local business, industry, labor requirements and opportunities. (I, p. 3) S-46c Utilize selected community personnel as resource persons for in-service education for career education. Plan for after-school, weekend, and/or summer staff development in career education via field trips in the community, work-study, or part-time employment accompanied by seminars for evaluation and study of implications of employment/work experiences. S-46d Design a comprehensive in-service program for staff development in career education which includes use of community personnel in the classroom and field settings, conferences, workshops, curriculum development seminars, involvement with placement services, follow-up studies, and the like, including benefits of local increments for professional improvement and/or university credit.

GOALS	ALTERNATIVE STRATEGIES
	S-46e Design a state plan for a consortium of colleges/departments of institutions of higher education and representatives of business, labor, economics, government, sociology, local schools (K-12), or parts thereof, for preparation of career education personnel. Seek review of the plan by a panel which is representative of the fields of the consortium and the state department of teacher education and certification to determine the feasibility of the plan.
G-47 DEVELOP LEADERSHIP SKILLS IN SUPERVISION/COORDINATION OF CAREER EDUCATION CURRICULUM DEVELOPMENT AND IMPLEMENTATION WHICH BUILDS IN ARTICULATION, QUALITY, AND IMPROVEMENT OF INSTRUCTION.	S-47a Orient a school district or building curriculum committee or staff members to career education concepts and their implications for improvement of instruction. S-47b Plan and participate in a panel discussion in which (1)the implications of career education for curriculum improvement are identified and (2)the ways to organize staff to develop and implement career education learning experiences (K-12) for youth are discussed. S-47c List the tasks involved in planning and implementing career education concepts; identify leadership skills and roles required to plan, supervise, and coordinate integration of career education concepts into the curriculum. S-47d Design a plan for developing and implementing curriculum which provides for quality career education experiences, including preparation of staff, planning for community resource use, and an evaluation program to assist in achieving quality. S-47e Design and simulate planning for identification and use of community resources to provide career education learning experiences which make learning relevant to needs and interests of students (K-12). S-47f Plan for and establish guidelines of communication and responsibility for the coordination of school/community resources utilized in career education. Refine the guidelines through interviewing school/community personnel of two or more school districts involved with career education instruction.

GOALS	ALTERNATIVE STRATEGIES
G-48 DEVELOP/COORDINATE "TEAM EFFORTS" (EDUCATORS AND COMMUNITY PERSONS) IN PLANNING/IMPLEMENTING CAREER EDUCATION PERSONNEL DEVELOPMENT PROGRAMS. (I, p. 5)	S-48a Identify/list community-based persons who can provide assistance/expertise in the preparation of personnel for career education. S-48b Survey/identify through a university-community committee, the university-community resources (on campus and off) directly applicable for preparing personnel for career education. S-48c Organize a university-community committee comprised of representatives of local schools, universities, proprietary schools, government agencies, businesses, industries, labor groups, civic organizations, and the like, to serve in an advisory and liaison capacity for (1)identifying sources of assistance in the preparation of career education personnel, (2)organizing/implementing teams for preparing career education personnel, and (3)providing career laboratories for preparation of career education personnel development programs. Simulate three consecutive meetings of this group with the dean of education.
G-49 DEVELOP/COORDINATE/IMPLEMENT "TEAM EFFORTS" AMONG SCHOOL/COMMUNITY PERSONNEL IN THE TEACHING-LEARNING PROCESS--INSTRUCTION AND/OR PERFORMANCE EXPERIENCES IN CAREER EDUCATION. (G, p. 9)	S-49a Observe (in the classroom) use of parents representing their own occupations/jobs in a classroom unit of instruction (e.g., a parent who is the chemist at the local water works demonstrates testing of water in a social studies/science unit dealing with water pollution). Prepare guidelines (based upon observation and study) for team planning for and implementing of the instruction of the unit. S-49b Design a plan for inviting and involving parents of students (K-12) and/or other appropriate community persons to assist in planning for/implementing field trips in the community. S-49c Assist a guidance counselor in planning and implementing a career education fair which demonstrates involvement of teams of students and senior citizens, students and community business or industry personnel, students and community artists, students and craftsmen, and the like, to demorstrate developmental levels of varied career skills to the public.

GOALS	ALTERNATIVE STRATEGIES
	S-49d Assist teachers and/or counselors in planning/implementing a year-round program for exploring careers. The program should meet both group and individual needs and may include techniques such as (a)assessing student needs; (b)assessing community resources; (c)organizing school/community personnel teams for meeting special student needs; (d) establishing success models for given careers/occupations; (e)planning/implementing field trips, observations, participation, work-study experiences; (f)evaluating all facets of the year-round program to determine future directions for planning, etc.
G-50 DEVELOP A SOUND FINANCIAL MANAGEMENT PLAN FOR CAREER EDUCATION AT THE LOCAL LEVEL. (J, p. VIII-3)	S-50a List all instructional areas which require films for special career education needs and prepare a hypothetical budget request for each. S-50b Study budgets for career education materials in three school districts (K-12); prepare budgets for all personnel for career education professional resources (guides, kits, tape systems of career information, and the like) for (1)professional preparation of career education personnel and (2)career preparation of students. S-50c Simulate a citizens' budget hearing for a career education proposed budget for materials. Revise budget, based upon recommendations made at hearing. S-50d Determine staff and administrative salary needs for career education. Plan a budget to reflect those needs and the justification for the budget.
G-51 IDENTIFY AND/OR PLAN AND ESTABLISH APPROPRIATE PLACEMENT AND REFERRAL SERVICES FOR STUDENTS (K-12).	S-51a Conduct a survey of student (K-12) placement and referral needs in a given school district. Identify areas of needs of students for placement and referral. Plan with school and community officials a placement/referral program to meet those needs. S-51b Identify appropriate assessment instrumentation for referral and/or placement services. Determine appropriate level for administration of each instrument. S-51c Simulate planning jointly with school and community persons for administration and interpretation of placement/referral instruments.

GOALS	ALTERNATIVE STRATEGIES
	S-51d Observe placement/referral procedures in a school district (K-12) and in an employment office or agency. Compare procedures observed and prepare a plan for such services, based upon the best of all that was observed.
G-52 DEVELOP CURRICULUM GOALS AND OBJECTIVES WHICH PERTAIN TO CAREER EDUCATION.	S-52a Develop curriculum goals which address the career awareness, career exploration, career preparation needs of students (K-12), specifying developmental levels. S-52b Write behavioral objectives for a unit on developing career decision-making skills.
G-53 DEVELOP CAREER EDUCATION OBJECTIVES IN THE COGNITIVE, AFFECTIVE, AND PSYCHOMOTOR DOMAINS.	S-53a Examine the program goals and objectives of a career education model, such as the USOE school-based model, and identify examples of objectives in each of the domains--cognitive, affective, and psychomotor. S-53b Develop objectives in the psychomotor domain, the cognitive domain, and the affective domain which need to be achieved in preparing a student for a technically-oriented vocation, such as auto mechanics, beauty culture, welding, dental technology. S-53c Develop objectives in the affective domain that help students (K-12) develop positive work values, the ability to work with others, and the like.
G-54 REVISE EXISTING INSTRUCTIONAL PROGRAMS (K-12) SUCH THAT CAREER EDUCATION GOALS AND OBJECTIVES ARE SPECIFIED FOR VARIOUS GRADE LEVELS. (A, p. 71)	S-54a Examine an outline of an instructional program at the elementary/secondary level(s) and list the career education goals and objectives that should be infused at each grade level. S-54b Choose a secondary subject area which embraces two or more grade levels, obtain a description of an existing secondary program in that chosen area; and identify those career education goals and objectives which should be infused/implemented. Note developmental levels of existing goals and objectives and integrate developmentally appropriate career education goals and objectives into the given program.

GOALS	ALTERNATIVE STRATEGIES
	S-54c Review/analyze vertically and horizontally the revised draft of elementary/secondary curricula which include infused career education; revise curricula to build in articulation for a smooth transition of students (K-12).
G-55 DEVELOP LEARNING ACTIVITIES WHICH INFUSE/INTEGRATE CAREER AWARENESS, CAREER EXPLORATION, CAREER PREPARATION CONCEPTS INTO APPROPRIATE LEVELS OF A CURRICULUM.	S-55a Design/implement role-playing activities at the elementary level to develop awareness of the interrelationships of varied occupational groups within a community. S-55b Develop a curriculum unit for use at the junior high level to extend the student's knowledge of self in relation to career interests, abilities, values, and needs. S-55c Develop an instructional unit to prepare high school students for employment interviewing culminating in learning activities, such as observing an employment interview in an industry office, simulating an interview to work in a school concession stand, and the like. S-55d Design/implement learning activities within a curriculum unit which requires students (K-12) to demonstrate knowledge of the school as a miniature social system with positions, roles, role relationships, rules, traditions, and communications patterns. (F, p. 11)
G-56 INVOLVE STUDENTS AND COMMUNITY IN THE DESIGN/IMPLEMENTATION OF CAREER-ORIENTED INSTRUCTION. (A, p. 74)	S-56a Design career education learning activities for self-instruction, including utilization of K-12 students. (E, p. 43) S-56b Design/implement a student and community feedback system whereby students (K-12) and community members can provide input into career education planning. S-56c Design/implement a curriculum unit to prepare secondary students for employment interviewing and have an employer or personnel manager in the community evaluate your plan and make suggestions for its improvement.

GOALS	ALTERNATIVE STRATEGIES
	S-56d Discuss the formation of a student-community advisory council for career education and make suggestions as to goals and activities of the council. List occupations appropriate for council membership. S-56e Interview recent high school graduates who are currently employed to determine the benefits and inadequacies of previous courses completed in specific occupational areas. Ask the graduates how such courses/programs could be improved. (E, p. 41) S-56f Participate in a student-industrial representative discussion of various areas of industrial need and requirements for job entry. Outline how instruction can address these needs and requirements. (A, p. 67)
G-57 PLAN/IMPLEMENT LEARNING EXPERIENCES WHICH ARE INTEGRATED WITH RESPECT TO EDUCATION, CAREERS, CULTURE, HOME, FAMILY, AND LIFESTYLES.	S-57a Develop an instructional unit which involves the student (K-12) in tracing the career development of his parents or other family members. S-57b Design/implement a series of learning activities which expose students (K-12) to varied lifestyles and require students to analyze and evaluate lifestyles in relation to self. S-57c Plan/implement a unit of instruction which focuses on the cultural influences which affect career choice and lifestyle.
G-58 PLAN/IMPLEMENT LEARNING EXPERIENCES WHICH PROVIDE THE OPPORTUNITY TO DISTINGUISH AMONG THE INTERDEPENDENT RELATIONSHIPS OF ACADEMIC, VOCATIONAL, AND CAREER EDUCATION SKILLS AND UNDERSTANDINGS. (A, p. 27)	S-58a Design/implement learning experiences which emphasize the dependence of engineering and other technical professions on basic mathematical knowledge. S-58b Develop an instructional unit on self-awareness and career skill requirements in which a testing component to determine a student's mechanical and academic aptitude is included to assist the understanding of interdependent relationships among one's mechanical aptitudes and performance needed for given careers.

GOALS	ALTERNATIVE STRATEGIES
G-59 DEVELOP CURRICULA THAT INCLUDE THE SELF-ANALYSIS/SELF-EVALUATION PROCESS IN CAREER AWARENESS, CAREER EXPLORATION, AND CAREER PREPARATION.	S-59a Design/implement open-ended written assignments pertaining to self-awareness and career awareness, career exploration, and career preparation. (A, p. 25) S-59b Develop/implement an instructional unit appropriate for use at the elementary/secondary level which helps a student (K-12) recognize the uniqueness of himself/herself. S-59c Develop learning activities which focus on self-evaluation as a necessary element of career decision making.
G-60 DEVELOP UNITS OF INSTRUCTION INVOLVING BASIC INFORMATION ABOUT THE WORLD OF WORK.	S-60a Develop a plan for constructing a career information system for use in the K-12 classroom. (K-V, p. 60-a) S-60b Plan/implement learning activities which require students (K-12) to investigate various occupations within a selected career cluster(s). (A, p. 54) S-60c Plan/implement a curriculum unit which introduces students (K-12) to the basic principles and changing nature of the manpower market.
G-61 DEVELOP SELF-AWARENESS EXPERIENCES THROUGH WHICH STUDENTS CAN DETERMINE THE ASSISTANCE/RESOURCES NEEDED TO MEET THEIR CAREER GOALS.	S-61a Design/implement learning activities in which students assess their interests, abilities, and needs for the purpose of selecting a career cluster for exploration which is appropriate to their individual profile. (D, p. 7) S-61b Construct/implement small group activities in which students are grouped according to interest in individual career clusters; encourage exchange of information among group members and share feelings of group members about occupations within the cluster.

GOALS	ALTERNATIVE STRATEGIES
G-62 DESIGN/IMPLEMENT INDIVIDUALIZED INSTRUCTIONAL UNITS ORIENTED FOR STUDENT CAREER AWARENESS, CAREER EXPLORATION, AND CAREER PREPARATION.	S-62a Develop individualized/programmed instructional units at each developmental level that meet minority group needs in relation to careers in the community. S-62b Observe a family member or friend at work for a specific period of time in order to develop an individualized unit of instruction in career education. S-62c Design/implement an instructional unit which includes a learning contract that requires a student to demonstrate competency in career entry-level skills. (A, p. 39)
G-63 PLAN/IMPLEMENT INSTRUCTION WHICH WILL DEVELOP STUDENT (K-12) AWARENESS OF BOTH PAST AND PRESENT TRENDS OF SEX ROLES IN THE WORK WORLD AND OF THE EFFECT(S) CHANGING TRENDS MAY HAVE ON FAMILY RESPONSIBILITIES/ROLES IN THE HOME.	S-63a Plan/implement a series of learning experiences which illustrate sexual bias relating to career choices to which one is exposed daily through various media. S-63b Design/implement learning activities which utilize community personnel to discuss and act as models for present/future trends of sex roles in the world of work. S-63c Develop role-playing activities to dramatize changing responsibilities/roles in the home due to new trends regarding sex roles.
G-64 DESIGN/IMPLEMENT VALUING EXPERIENCES WHICH PERTAIN TO CAREER EDUCATION CONCEPTS.	S-64a Design/implement learning activities which help pupils develop, clarify, and assimilate personally meaningful sets of work values. (B, p. 41) (G, p. 8) S-64b Develop instructional learning experiences involving students in decision making regarding career options, based on their personal value systems. S-64c Design/implement values clarification exercises which reveal to students how their values influence career choice.

GOALS	ALTERNATIVE STRATEGIES
G-65 PLAN/IMPLEMENT CAREER-RELATED EXPERIENCES WHEREIN STUDENTS DEVELOP CAREER RESEARCH SKILLS.	S-65a Plan/implement learning activities wherein students investigate and analyze duties/requirements of various occupations within a selected career cluster. (A, p. 54) S-65b Design/implement learning activities which provide opportunity for laboratory-style research experiences in career awareness, career exploration, and career preparation. S-65c Develop a research unit which involves students in conducting job analyses.
G-66 PLAN/IMPLEMENT LEARNING ACTIVITIES WHICH INVOLVE PROBLEM-SOLVING AND DECISION-MAKING SKILLS IN RELATION TO CAREER EDUCATION.	S-65a Design/implement a work environment simulation and plan activities whereby students (K-12) can experience the varied consequences of their career decisions. S-66b Plan/implement learning activities which utilize small groups where students (K-12) experience making a group decision regarding some work-related problem situation. S-66c Develop a unit on a career-related topic and build in at various developmental levels, opportunities for students to exercise their decision-making skills by allowing them to make choices.
G-67 PLAN/IMPLEMENT GROUP INTERACTION CAREER-RELATED EXPERIENCES FOR DEVELOPING SKILLS REQUIRED TO PERFORM SATISFACTORILY WORKING WITH OTHERS.	S-67a Design/implement learning experiences whereby students at the elementary/secondary level have the opportunity to express feelings about self within a group setting, to respect the feelings expressed, and to determine ways to adjust group tasks to accommodate feelings and at the same time reach group goals. S-67b Develop group career-related activities which require students (K-12) to apply problem-solving skills to a career simulated or career problem situation. Assess with students the process used and the value of interaction to solve the problem. S-67c Plan/implement an instructional unit about a career cluster wherein students (K-12) work in groups to investigate several aspects of the cluster, such as occupational roles, requirements, and possibilities for advancement. Discuss implications of performing tasks accurately and values/advantages of sharing investigation tasks.

GOALS	ALTERNATIVE STRATEGIES
G-68 PLAN/IMPLEMENT CAREER-RELATED LEARNING ACTIVITIES WHICH DEVELOP/EXTEND STUDENT (K-12) PSYCHOMOTOR SKILLS.	S-68a Implement activities in which the trainee examines, operates, and/or simulates operation of tools and equipment associated with several occupations. S-68b Develop/implement simulated work experiences in which students (K-12) develop/utilize psychomotor skills associated with the occupation simulated. S-68c Create/implement learning activities which utilize various assessment techniques in measuring psychomotor skills.
G-69 PLAN/IMPLEMENT CAREER-RELATED OBSERVATION, PARTICIPATION, AND ON-THE-JOB LEARNING EXPERIENCES.	S-69a Design/implement a program of activities for students (K-12) and/or trainees to gain experiences during the summer in selected occupational areas of a career cluster. Involve community members (business, labor, industry) in the planning and implementation. (E, p. 36) S-69b Plan/implement work activities (observation/participation) which provide readiness for participation in a cooperative education program. S-69c Plan/implement a field trip to an industry to observe the interrelationships of jobs within that industrial setting. S-69d Prepare an annotated listing of community observation/participation work experiences that can be used at particular developmental levels.
G-70 DESIGN/IMPLEMENT CAREER LEARNING EXPERIENCES WHICH INVOLVE VARIED INTERACTIONS BETWEEN SCHOOL AND COMMUNITY PERSONNEL/ORGANIZATIONS/ INSTITUTIONS. (I, p. 6)	S-70a Design/implement career awareness, career exploration, and career preparation instructional experiences which utilize community resource personnel as models to provide career information. S-70b Develop a plan in cooperation with a community organization or institution wherein students (K-12) have the opportunity to interact with personnel and observe and/or participate in varied work activities.

GOALS	ALTERNATIVE STRATEGIES
	S-70c Develop a unit of instruction in which students (K-12) work together with community consultants in manufacturing a product or providing a service.
G-71 DESIGN/IMPLEMENT CAREER EDUCATION EXPERIENCES AND PROGRAMS INVOLVING VARIED SEGMENTS OF SOCIETY WITHIN THE COMMUNITY. (A, p. 23)	S-71a Develop a plan whereby students (K-12) participate in a "family exchange program" in which students experience family lifestyles, careers, and/or culture other than their own. S-71b Develop a unit which focuses on ethnic groups and their occupations within the community and involve students (K-12) in interaction with one or more representatives of these groups. S-71c Plan/implement with employers of handicapped persons a unit on careers for the handicapped; provide in the unit for students (K-12) to observe, work with, and learn about handicapped individuals. Identify differences, if any, regarding preparation of handicapped vs. "normal" individuals for those careers.
G-72 PLAN/IMPLEMENT CAREER EDUCATION EXPERIENCES WITHIN VARIED GEOGRAPHIC SETTINGS.	S-72a Plan/implement a unit which examines careers and lifestyles, such as urban, rural, or the like, and which includes on-site observations or simulated experiences. Compare nature of careers and lifestyles within those settings. S-72b Develop an instructional unit on careers in local, county, state, or federal governments wherein students (K-12) (1)observe governmental functions/careers, (2)simulate in the classroom an aspect of the observed government procedures, and (3)compare and contrast government careers, functions, procedures, etc., within the preceding levels of government. S-72c Design/implement learning experiences wherein students (K-12) observe and analyze occupations/careers in an inner-city improvement project(s).

GOALS	ALTERNATIVE STRATEGIES
G-73 PLAN/ORGANIZE/SCHEDULE SCHOOL AND WORK EXPERIENCES, WHICH ARE CONSISTENT WITH PROGRAMS OF THE SCHOOL AND THE EMPLOYER, TO MEET THE NEEDS OF THE STUDENT EMPLOYEE, THE SCHOOL, AND THE EMPLOYER.	S-73a Organize/implement a plan to have local employers contract with students (K-12) for after-school and summer work (employee vacation substitute). S-73b Organize/implement a plan whereby students (K-12) perform volunteer work part-time after school and receive school "credit". Involve the employers in training and evaluating the students. S-73c Develop an "apprenticeship" program in which local employers provide for students (K-12) to observe/assist their employees on an individual basis.
G-74 DEVELOP LEARNING ACTIVITIES THAT INVOLVE DISADVANTAGED, MINORITY, GIFTED AND TALENTED, AND HANDICAPPED STUDENTS IN CAREER EDUCATION.	S-74a Simulate a curriculum development experience in which the curriculum development team is to: 1. conduct a literature search for data on career education in relation to minority, gifted and talented, disadvantaged, and handicapped students in career education. 2. discuss any special problems which are involved in introducing career education to disadvantaged, minority, gifted and talented, and handicapped students. S-74b Interview a sample of gifted and talented, minority, handicapped, and disadvantaged students (K-12) to determine their career interests and needs. Formulate objectives/strategies and develop career education activities which will address these students' interests/needs. S-74c Identify career experiences [developed for "regular"/"normal" students (K-12)] which lend themselves to adaptation for handicapped; similarly, for the gifted and talented.
G-75 UTILIZE REINFORCEMENT TECHNIQUES IN TEACHING CAREER AWARENESS, CAREER EXPLORATION, AND CAREER PREPARATION ACTIVITIES RELATED TO SELF CONCEPT.	S-75a Participate in "micro-teaching" experiences in order to analyze how effectively reinforcement techniques are utilized. Analyze the effectiveness of reinforcement techniques utilized in career education activities by use of videotapes and micro-teaching. S-75b Discuss the concepts of behavior modification and role play the techniques involved. Utilize behavior modification techniques for reinforcement learning.

GOALS	ALTERNATIVE STRATEGIES
	S-75c Discuss the importance of non-verbal communication in teaching and participate in activities which require observation/analysis of non-verbal behaviors of self and others.
G-76 UTILIZE CAREER-RELATED GROUP ACTIVITIES TO DEVELOP THE GROUP LEADERSHIP AND FOLLOWERSHIP POTENTIAL OF STUDENTS.	S-76a Simulate for students (K-12) a career preparation experience which focuses on solving a labor-management disagreement. S-76b Organize groups of students (K-12) to perform differentiated tasks which contribute overall to a career education project, identify leadership and followership roles and characteristics of group members. Synthesize with students, leadership and followership characteristics to determine behavior patterns. Discuss the implications/applications of these leadership and followership patterns for other work experiences. S-76c Videotape a student construction crew roofing a building. Analyze with crew members their leadership/followership performances. Direct improvement of crew member performance, based upon analysis of videotape.
G-77 UTILIZE SIMULATION, ROLE-PLAYING, AND GAMING EXPERIENCES APPROPRIATE FOR CAREER AWARENESS, CAREER EXPLORATION, AND CAREER PREPARATION ACTIVITIES.	S-77a Review career games involving decision-making skills; select one for each level of career development--awareness, exploration, and preparation. Involve elementary students in a game to develop awareness skills in career decision making, junior high school students in a game to develop exploration skills in career decision making, and senior high school students in a game to develop preparation skills in career decision making. S-77b Role play worker roles at awareness, exploration, and preparation levels of career development for two occupations. Compare findings of role-play analysis with information collected by interview of two workers employed in the selected occupations. S-77c Simulate planning a career education project (e.g., purchasing, preparing, and serving food in the school cafeteria; designing/developing a school ecology park; assembly-line preparation of greeting cards; etc.).

GOALS	ALTERNATIVE STRATEGIES
G-78 UTILIZE "HANDS-ON" EXPERIENCES APPROPRIATE FOR CAREER EDUCATION ACTIVITIES.	S-78a Develop mini-lessons which involve class members with "hands-on" experiences related to chosen occupations (e.g., hospital services, sanitary work, plumbing, newscasting, or the like). S-78b Develop/implement a lesson on a career-related topic which involves (K-12) students in "hands-on" activities, such as (1)fill out applications for industrial design position; (2)develop portfolio of designs (sample) for interviews; (3)plan/plant a school garden, etc. S-78c Survey existing community facilities which offer opportunities for gaining first-hand experience in the use of tools, equipment, or career resources which are not readily accessible in the school (K-12); provide career education experiences (K-12) which utilize those appropriate to the career exploration/preparation needs and interests of students.
G-79 DEVELOP/ORGANIZE/UTILIZE A COMMUNITY RESOURCE FILE TO DEVELOP CAREER EDUCATION INSTRUCTION.	S-79a Outline the categories and possible sources of career information needed for a community resource file; gather/organize information and materials by categories for inclusion in a community resource file. S-79b Design a plan for organizing/disseminating/utilizing the information collected for a community resource file. S-79c Plan a lesson in career education (such as a lesson in preparation for a field trip to the telephone company) which utilizes materials contained in a community resource file (e.g., pictures, brochures, simulations, etc.).

GOALS	ALTERNATIVE STRATEGIES
G-80 IDENTIFY/INVOLVE COMMUNITY PERSONNEL (e.g., SENIOR CITIZENS; THOSE IN BUSINESS, INDUSTRY, LABOR; PARENTS; THOSE IN PROFESSIONS WITHIN AND OUTSIDE EDUCATION) IN CAREER EDUCATION TEACHING-LEARNING EXPERIENCES. (A, p. 75)	S-80a Develop a categorical listing of community resource persons valuable for classroom learning activities. Indicate possible strategies for their use. S-80b Choose a career education topic; prepare and implement a lesson plan for involvement of community resource personnel. S-80c Participate in a lecture/discussion session with a local career education director or a career education specialist, regarding community involvement in career education. S-80d Select community personnel for a panel presentation for middle school classes in career exploration; meet/plan with community personnel selected for the panel discussion.
G-81 EDUCATE AND INVOLVE THE TOTAL COMMUNITY THROUGH COMMUNICATIONS, MODELS, AND MEDIA ABOUT CAREER EDUCATION ACTIVITIES.	S-81a Design/construct a career education poster appropriate for school use and/or dissemination to the general public. S-81b Develop an audiovisual presentation on an aspect of career education and direct the message of the presentation to a particular segment of the community. Build a program around the audiovisual presentation created and arrange to present it to a community group. S-81c Plan, as an integral part of career education in a local school district, a career education fair at which students demonstrate career education activities to community members who attend. S-81d Design with community leaders and representatives a community dissemination plan for career education.

GOALS	ALTERNATIVE STRATEGIES
G-82 IDENTIFY/UTILIZE MATERIALS, FACILITIES, AND EQUIPMENT (IN AND OUTSIDE OF SCHOOL) NECESSARY FOR CAREER EDUCATION.	S-82a List the tools and equipment which are required in simulating a work situation in the classroom. Implement the simulation, utilizing tools and equipment listed. (C, p. 93) S-82b Prepare a list of selection criteria for identification of resource materials needed in school libraries (K-12) for implementation of career education. Identify/list resource materials currently available and appropriate for career education, based upon the selection criteria listed, listings in ERIC for career education, the recommendations of the American Library Association, the American Personnel and Guidance Association, local school librarians, and the like. S-82c Identify materials, equipment and facilities that are free, inexpensive, or on loan for use in local school programs (K-12). Develop a curriculum unit in career education dissemination on utilizing selected resources at little or no cost.
G-83 GATHER/DEVELOP/UTILIZE/DISSEMINATE CAREER-ORIENTED RESOURCE MATERIALS (BOOKS, PAMPHLETS, TAPES, FILMSTRIPS, ETC.) FOR USE BY STUDENTS, TEACHERS, AND OTHER COMMUNITY PERSONS.	S-83a Develop criteria for career-oriented resource materials; disseminate career-oriented resource materials selected through application of those criteria. S-83b Identify career information resource materials for two careers; evaluate/select those resource materials which assist in the consideration of these career alternatives. S-83c Choose an occupation and write a report on that occupation's current supply/demand relationships (at the local, state, and national levels). Place a copy of the report in a school career education center for student and teacher use. S-83d Develop career resource materials (1)for display in school and community facilities and (2)for dissemination to the public.
G-84 IDENTIFY AND PROVIDE A RATIONALE FOR THE ROLE AND FUNCTION OF EVALUATION IN CAREER EDUCATION.	S-84a Develop a rationale for evaluation in career education by identifying and reviewing the literature for existing principles in education and specifically in career education; analyze and/or synthesize those reviewed to describe one consistent with career education concepts.

GOALS	ALTERNATIVE STRATEGIES
	S-84b Identify evaluation techniques appropriate for a career-oriented classroom by (1)reviewing research literature dealing with evaluation in career education and education; (2)reviewing other career education sources such as teacher guides, curriculum guides, evaluation textbook, and project resources; and (3)consulting with local school and university teachers that actually incorporate career education evaluation techniques into their programs. S-84c Review appropriate literature to determine the role and function of evaluation in career education.
G-85 IDENTIFY/DESCRIBE THE BASIC COMPONENTS OF A COMPREHENSIVE CAREER EDUCATION EVALUATION SYSTEM.	S-85a Analyze several given comprehensive career education evaluation systems for the purpose of identifying and understanding the basic components of such systems. S-85b Design a (K-12) career education unit specifying the evaluation techniques to be employed. Document the appropriateness of such evaluation techniques. S-85c Prepare a list of basic components of comprehensive career education evaluation systems; discuss/defend the relevancy of each identified component to evaluation.
G-86 ESTABLISH CRITERIA AND APPLY SKILLS FOR EVALUATING LESSONS, UNITS, COURSES, AND PROGRAMS IN CAREER EDUCATION.	S-86a Develop evaluative criteria to be applied to given lessons, units, courses, and/or programs in career education. S-86b Compare and analyze sets of evaluative criteria developed for lessons, units, courses, and programs in education with those of career awareness, career exploration, and career preparation, respectively. Establish and list evaluative criteria for developmental lessons, units, courses, and/or programs in education which include integrated career education goals and objectives. S-86c Apply evaluation skills appropriate for use in career education at the lesson, unit, course, and/or program levels by serving on an external evaluation team.

GOALS	ALTERNATIVE STRATEGIES
	S-86d Apply established evaluative criteria and evaluation skills by (1)observing/evaluating public school career education environments for instruction, (2)evaluating commercial and teacher-made materials, and (3)evaluating a local career education program.
G-87 DEVELOP SKILLS NEEDED TO UTILIZE ASSESSMENT TECHNIQUES IN THE EVALUATION OF CAREER EDUCATION ACTIVITIES.	S-87a Identify/observe career education assessment techniques used in local schools. Analyze observed techniques to determine and plan for development of skills needed to apply assessment techniques in evaluating career education programs. S-87b Differentiate between and apply the meanings of career education assessment and career education evaluation techniques as applied to selection of career education materials utilized in career education experiences. S-87c Participate in a workshop designed to develop skills needed to apply assessment techniques in the evaluation of career education activities. S-87d Assess the performance of high school work-study students on site. (Also the school supervisor of the work-study students will assess the performance of the students, independently of the trainees.) Trainees will compare their assessments with those of the school supervisor. Trainees and school supervisor will determine individual trainee plans for improvement in utilization of assessment skills. (D, pp. 33-34)
G-88 COMPARE AND ASSESS/EVALUATE/MODIFY SELF-EVALUATION INSTRUMENTS FOR USE IN CAREER EDUCATION EXPERIENCES.	S-88a Identify in the literature self-evaluation instruments and review them for possible use in career education experiences. Include instruments developed for staff and student use at college, senior high, junior high, middle school, and elementary levels. Classify instruments in two categories; viz., (1)for direct use and (2)for modification. Evaluate/prioritize instruments in each category. S-88b Simulate participation in guidance-curriculum development committee work for a school (K-12); identify/evaluate/modify (as appropriate) self-evaluation instruments for immediate career education feedback to students and staff and for improving career education instruction.

GOALS	ALTERNATIVE STRATEGIES
G-89 ADMINISTER, SCORE, AND INTERPRET EXISTING AND/OR DEVELOPED EVALUATION INSTRUMENTS FOR CAREER EDUCATION.	S-89a Administer a self-evaluation instrument for career education; score and interpret its results to other trainees. S-89b Choose/administer/score, at the beginning of the semester, an evaluation instrument most appropriate for determining attitudes toward career education for a specific age or grade level; administer and score the same instrument to the same group(s) at the end of the semester. Interpret results of the pretest and posttest. S-89c Choose two evaluation instruments of equal validity in career education; administer them to a group of students; score and interpret the results. Compare the data resulting from the administration of the two instruments; determine the appropriate uses of each instrument.
G-90 DEVELOP SKILLS TO CREATE SELF-INSTRUCTIONAL CAREER EDUCATION PACKAGES.	S-90a Identify current self-instructional career education packages commercially available. Review packages and identify commonalities and differences among them. S-90b Request in writing from a commercial publisher of a self-instructional career education package the following information: 1. the methods used in developing the package, 2. the purpose for which the package was developed, 3. any statistical information recorded in regard to the substance of the package, 4. research involving actual field use of the package, and 5. other appropriate information. Write a summary of the self-instructional package information received. S-90c List criteria for development of a self-instructional career education package; base criteria on analysis of information gathered via written requests from experienced developers, psychologists of learning, and from review of the literature.

GOALS	ALTERNATIVE STRATEGIES
	S-90d Develop a set of self-instructional packages appropriate to a specific age group/ grade level. Pilot test the draft material and refine it based on pilot test data.
G-91 IDENTIFY/DEVELOP SELF-EVALUATION SKILLS FOR CAREER AWARENESS, CAREER EXPLORATION, AND CAREER PREPARATION.	S-91a Select/develop observation techniques needed to identify self-evaluation skills for career awareness, career exploration, and career preparation. S-91b List career education self-evaluation skills determined through (1)classroom observations (K-12); (2)review of self-instructional career education packages and the literature; and (3)interviews of counselors in career education. Discuss the relative importance of each identified skill for career awareness, career exploration, or career preparation.
G-92 DEVELOP/DEMONSTRATE THE PROCEDURES AND SKILLS TO ASSIST STUDENTS (K-12) IN ASSESSING THEIR CAREER INTERESTS, ABILITIES, VALUES, AND NEEDS.	S-92a Simulate the roles of a teacher, counselor, administrator, or other professional staff assisting students in assessing their career needs, interests, values, and abilities. Student roles include typical types such as: the questioner, the highly motivated, students from high and low socio-economic backgrounds, etc. List procedures and skills demonstrated for assessment of career interests, abilities, values, and needs of students. S-92b Identify the abilities/skills needed to assist students in assessing their career interests, abilities, values, and needs through (1)interviewing a guidance counselor, a teacher, or a career guidance specialist; and (2)library research including existing assessment instruments. S-92c Demonstrate assisting students in assessing their career interests, abilities, values, and needs in a micro-teaching session involving students (K-12) and other trainees.

GOALS	ALTERNATIVE STRATEGIES
G-93 IDENTIFY/DESIGN/IMPLEMENT VARIED OBJECTIVE AND SUBJECTIVE EVALUATION TECHNIQUES FOR DETERMINING STUDENT (K-12) UNDERSTANDING OF CAREER AWARENESS, CAREER EXPLORATION, AND CAREER PREPARATION ACTIVITIES.	S-93a Differentiate between objective and subjective evaluation techniques. List the advantages and disadvantages of each type of technique as it relates to evaluating understanding of career awareness, career exploration, and career preparation activities. S-93b Obtain ideas from literature sources and design objective and subjective evaluation techniques. Note the specific student developmental level(s) (career awareness, career exploration, and career preparation) appropriate for each career education evaluation technique. S-93c Determine relative effects of varied objective and subjective evaluation techniques on student career attitudes through observation and/or implementation of each.
G-94 IDENTIFY TECHNIQUES TO ASSESS PERFORMANCE SKILLS IN CAREER AWARENESS, CAREER EXPLORATION, AND CAREER PREPARATION.	S-94a Identify career education performance skills in career awareness, career exploration, and career preparation through lecture/discussion sessions, a literature survey, and/or observation of K-12 students at varied career education developmental levels. Identify/review assessment/evaluation techniques (in literature sources) to determine performance skills addressed in career awareness, exploration, and preparation. Determine any performance skills for which assessment techniques have not been identified in order to search further for them. S-94b Review three unit plans (one appropriate for each of the career education developmental levels such as career awareness, career exploration, career preparation) which include the following: (1)performance-based objective(s); (2)learning activities and related assessment techniques, and (3)pretest and posttest items. List the assessment techniques used in each, specify any differences in techniques used for each career development level, and discuss why each is appropriate for use at a given level.

GOALS	ALTERNATIVE STRATEGIES
G-95 EVALUATE STUDENT PERFORMANCES WITH INSTRUMENTATION ITEMS BASED UPON THE STATED CAREER EDUCATION GOALS AND OBJECTIVES AND DETERMINE CORRELATIONS BETWEEN OBJECTIVES AND PERFORMANCE. (A, p. 71)	S-95a Request from public school teachers (1)a list of career education objectives, (2) examples of tests, or other teacher-made/commercial materials used to assess/measure student achievement of the written objectives. Make inferences concerning the correlation(s) between stated career education objectives and student performance. S-95b Review career education research concerning existing relationships between stated career education goals/objectives and student performance for the purpose of answering the question "How well are K-12 students meeting the stated objectives?" S-95c Specify student performances based on identified career education goals and objectives.
G-96 UTILIZE PROGRAM/CURRICULUM REVIEW COMMITTEES TO EVALUATE CURRICULUM GOALS AND OBJECTIVES BASED UPON CAREER DEVELOPMENT CONCEPTS/CRITERIA APPROPRIATE FOR EACH GRADE LEVEL (K-12).	S-96a Participate in program/curriculum review committees established for given program/curriculum blocks to evaluate curriculum goals and objectives based upon career development concepts/criteria appropriate for each grade level (K-12). Array/sequence goals and objectives by grade level. S-96b Observe and/or participate in various content area program/curriculum review committee meetings at local K-12 schools to evaluate curriculum goals and objectives based upon career development concepts/criteria appropriate for each grade level (K-12). Discuss similarities and differences among meetings observed by trainees. S-96c Prepare career development goals and objectives for each grade level (K-12); submit developmental goals/objectives for review to the program review committee of a local school. Revise/refine goals and objectives based upon recommendations of review committee. [Note: Trainees may wish to begin development with their individual grade level/content interest.]
G-97 IDENTIFY/DESIGN/IMPLEMENT INSTRUMENTATION UTILIZED TO DETERMINE THE LEVEL(S) OF A STUDENT'S CAREER DEVELOPMENT (K-12).	S-97a Review instruments designed for the purpose of determining the level(s) of a student's career development (K-12). Select three; administer each to the same group of students (K-12); and compare results.

GOALS	ALTERNATIVE STRATEGIES
	S-97b Simulate teaching a career concept to a group of students (K-12) in a learning resource center comprised of six work stations in which learning activities are provided at different interest and conceptual levels. Design instrumentation for administering at the student's completion of six out of eight activities at all work stations. Interpret student's score/rating and determine his/her level of career development; plan/assign next activities based on instrument results. S-97c Select a school (K-12) which has adopted an evaluation plan for assessing student growth in career development at grade levels three, eight, and eleven. Participate on the school evaluation team in administering instrumentation designed to determine the level(s) of third, eighth, and eleventh grade students' career development. Analyze/record data collected; share results with appropriate school personnel, students, and parents.
G-98 DEVELOP/DEMONSTPATE METHODS FOR ASSESSING PUPIL GROWTH IN THE ABILITY TO WORK WITH OTHERS IN VARIED CAREER EDUCATION EXPERIENCES.	S-98a Identify, through review of literature and observation of students in group work, student characteristics/skills that are necessary for effective group work in career-related experiences. Develop items for assessing specific attitude characteristics identified; prepare sociogram task for analysis based on characteristics and skills identified; prepare for micro-teaching analysis videotapes of groups of five or six performing a group task; etc. S-98b Identify/select an existing attitude test to assess pupil attitude toward working with others in assembly work; develop an instrument that assesses knowledge of work habits required for assembly work. Administer each to a group of students at the beginning and end of six weeks or a semester. Determine for each student growth in (1)attitude toward working with others and (2)knowledge of work habits, as both relate to assembly work; share these results with the student. S-98c Demonstrate two or more methods (such as micro-teaching, nonverbal analysis, and the like, done from videotapes) for assessing pupil growth in ability to work with others on a medical team. Make appropriate inferences concerning one's growth in ability to work with others on a medical team.
G-99 ANALYZE AND UTILIZE CAREER EDUCATION NEEDS ASSESSMENT DATA FOR INSTRUCTIONAL PLANNING. (J, p. IV-2)	S-99a Collect career education needs assessment data in a school district (K-12), analyze the data, and utilize findings in program planning.

GOALS	ALTERNATIVE STRATEGIES
	S-99b Simulate the use of career education needs assessment data by a school (K-12) curriculum committee established to improve instruction and develop curriculum. S-99c Identify skills needed to analyze and utilize needs assessment data. Trainee and regular teacher of a given class will design a plan to determine the interests and career education needs of students for the purpose of infusing career education into classroom instruction. Each will analyze independently data collected and make recommendations for infusion. Compare analyses. Design a plan for improving trainee skills in analysis/use of career education needs assessment data for instructional planning.
G-100 IDENTIFY/DEVELOP NEEDS ASSESSMENT INSTRUMENTATION FOR CAREER EDUCATION AND DEVELOP TECHNIQUES NECESSARY TO IMPLEMENT NEEDS ASSESSMENT INSTRUMENTS FOR CAREER EDUCATION PROGRAM PLANNING. (J, p. IV-2)	S-100a Review three needs assessment instruments; select one for determining career education needs of students in a given classroom. Implement the instrument and list techniques utilized. S-100b Develop an instrument for determining the career education needs of classroom students. Administer to students in a classroom. Identify career education needs of students and develop a curriculum unit to meet the most common needs of the group. Micro-teach two selected lessons of the unit and refine them based upon analysis of the micro-teaching sessions.
G-101 COLLECT/ANALYZE/RELATE EMPLOYER AND STUDENT DATA TO DETERMINE THE NEEDS OF BOTH AND TO PLAN TO MEET THOSE NEEDS.	S-101a Design a student needs instrument and an employer needs instrument. Administer the student needs instrument to a group of students. Identify the group's occupational needs. Administer employer needs instrument to employers of those occupations. Analyze/relate both sets of data and plan learning experiences to meet the combined needs. S-101b Survey students to determine their employment needs. Survey employers to determine positions available. Combine the two sets of data and make inferences concerning supply/demand ratios. S-101c Make assessment of student needs available to potential employers and make employer needs available to students. Develop a student/employer needs file to be shared with students and employers.

GOALS	ALTERNATIVE STRATEGIES
G-102 COLLECT/ASSESS/EVALUATE PRINT AND NON-PRINT CAREER EDUCATION MATERIALS/ RESOURCES FOR STUDENTS AND CAREER EDUCATION PERSONNEL. (L, p. 5)	S-102a Develop criteria (include a criterion which excludes race/sex/ethnic/religious or other biases) for collecting/assessing/evaluating print and non-print career education materials/resources for students and career education personnel. Apply developed criteria to assess/evaluate and select materials/resources to be used in various career education classes. S-102b Survey existing print and non-print career education materials/resources for students and staff to identify patterns of career education concept organization for classification purposes.
G-103 DEVELOP TECHNIQUES FOR IDENTIFYING PROSPECTIVE STUDENT CHOICES/PLANS FOR ENTRY INTO SPECIFIC CAREER PREPARATION (VOCATIONAL/TECHNICAL) CLASSES.	S-103a Develop skills in administering, scoring, and interpreting occupational interest surveys. S-103b Interview students, teachers, counselors, employers, and others to identify prospective student choices/plans for specific program/instructional planning for career preparation. S-103c Develop/administer occupational interest and occupational preparation survey instruments. Determine the reliability and validity of each instrument. Design a readiness for career preparation plan utilizing occupational interest and preparation information.
G-104 EVALUATE CAREER EDUCATION AS AN INTEGRAL PART OF EDUCATION.	S-104a Develop a theoretical framework illustrating the relationship(s) between career education and education in general. Describe a rationale for the theoretical framework developed. S-104b Observe teaching-learning behaviors in both infused career education classes and those which are not. Select two samples, each of which includes the same subject and grade level. Determine the impact of infused career education upon learning through comparison of findings.

GOALS	ALTERNATIVE STRATEGIES
G-105 IDENTIFY TECHNIQUES AND EVALUATION DESIGNS FOR EVALUATING CAREER-ORIENTED CURRICULUM AND PROGRAMS.	S-104c Review relevant research evaluation literature to determine career education's effects on student attitude, achievement, and interests. S-105a Collect follow-up data related to attrition, dropout, placement, mobility, and the like, for the purpose of evaluating career-oriented curriculum and programs. S-105b List criteria that could be used for the purpose of evaluating career-oriented curriculum and programs. Design a comprehensive plan for evaluating curricula and programs. S-105c Review research literature to identify techniques for evaluating career-oriented curricula and programs.

NOTES TO PP. 10-62

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APPROACHES FOR INTEGRATION/INFUSION OF CAREER EDUCATION

The following descriptions of university approaches for integrating or infusing career education personnel development into existing personnel development programs, curricula, or courses (K-12) represent ideas of individual(s) participating in the university data-collection workshops and not necessarily approaches implemented at or committed by the university.

EDUCATIONAL ADMINISTRATION

INSTITUTION: University of California at Los Angeles
ADDRESS: Los Angeles, California 90024
CONTACT PERSON: Robert Sampieri, Educational Administration (Visiting Instructor)

EXISTING PROGRAM: The University of California at Los Angeles (UCLA) currently offers a graduate program in educational administration. Trainees in the program develop competencies in the areas of management, supervision, personnel, budget and finance, curriculum, community involvement, evaluation, public relations and information, instructional methodologies, and a foundations course in "Educational Psychology and Sociology." In addition, a minimum of two field experiences are required in the program, one in an educational institution and the other in a non-educational institution. The field experiences are accompanied by a seminar in which similarities and differences between the two types of field experiences are analyzed.

PROPOSED INTEGRATED PROGRAM: The respondent suggests that selected goals and strategies from this document be integrated into each of the preparation areas mentioned above in the existing program. Goals G-5,8,15,18,20,24,28,32,34,35,47,49,70,79,96,99, and 105 are selected for infusion into the area of management. These goals focus on development of a rationale for career education implementation; long- and short-range planning for career education; job placement; development of leadership/supervisory/liaison skills; community involvement and the use of community resources in career-related activities; assessment and evaluation; and the like.

The development of leadership skills in supervision/coordination of career education curriculum development and implementation; utilization of program/curriculum review committees to evaluate curriculum based on career development concepts/criteria; and identification of techniques and evaluation designs for evaluating career-oriented curriculum and programs--all of these goals (goals G-47,96, and 105, respectively) are recommended for integration into the course area of supervision.

In the existing program, trainees develop competencies in the selection, assignment, supervision, and evaluation of personnel. Skills in verbal negotiation are also developed. Goals identified for infusion into the area of personnel (goals G-1,16,21,41, 46,56,80,87) focus on understanding the relationships among education, careers, culture and lifestyles; employment and hiring procedures; worker alienation; in-service program planning; community and student involvement in the design and implementation of career-related activities; and utilization of needs assessment techniques to evaluate career education activities.

In addition to present goals and objectives for the area of budget and finance, four career education goals are recommended for infusion (goals G-8,37,39, and 50). Trainees will develop long- and short-range program plans for implementing career education; develop on understanding of the financial requirements of career education; identify local financial resources needed to support a career education program; and develop a financial management plan for career education at the local level.

Career-related experiences suggested for infusion into the curriculum area of educational administration preparation include the following: understanding and defining career education and career development concepts; identifying/delineating major goals and principles of career education; understanding the difference between career education and career development; identifying/understanding manpower needs and employment trends; developing job placement skills; utilizing community resource files in planning career-related experiences; and establishing criteria to evaluate career education activities. The specific numbers of goals selected for infusion into the study of curriculum are goals G-2,3,4,6,7,14,15,79, and 86.

Some of the goals listed for integration into the community involvement area focus on (1)identification of career education resources needed for accessing career information; (2)identification of career education personnel roles and the cooperation needed to implement career education experiences; (3)understanding the implications of individual/group motives, attitudes, and values for schooling and careers; (4)development of leadership skills to function as a liaison person, supervisor, or coordinator for implementation of career-related activities involving the community; and the like. Goals G-1,4,10,17,22,31,32,43,47,49, 56,70,79,80, and 96 are listed as appropriate for infusion into the area of community involvement.

As in practically every graduate program in education, knowledge and understanding of evaluation are stressed. Career education goals G-15,24,35,36,84,85,86,87,88,96,99, and 105 deal with ideas suggested as appropriate for infusion into the area of evaluation. Some of the goals emphasize the identification of the basic components of a comprehensive career education evaluation system; the use of needs assessment techniques to collect data for long-/short-range planning and evaluation of career education activities; development of skills to conduct follow-up studies; development of skills to compare and assess evaluation instruments; and the like.

The respondent suggests several goals to be integrated into the area of public information and relations; namely, goals G-6,7, 12,32,43,49,56,70,84,85,86,87,88,96,99, and 105. These goals cover career information; development of skills to lead, coordinate, and/or supervise career-related planning and activities involving the community, students, and school personnel; and aspects of assessment and evaluation.

As for instructional methodologies, goals G-7 and 9 are identified for infusion into the area. Trainees are to differentiate between career education and career development as well as identify information to be taught in the study of an occupation.

Additions for infusion into the foundations course, "Educational Psychology and Sociology," include goals G-1,2,4,5,6,12,14,19, 25,26,34, and 38. Definition of career education and career development concepts; identification of manpower needs; knowledge and understanding of the historical, philosophical, sociological, and psychological foundations of career education concepts; understanding child development as it relates to the world of work--these ideas and others are the focus of the goals selected.

Goal G-20 is chosen as appropriate for integration into trainees' field experiences. This goal stresses the development/application of appropriate and varied interpersonal skills necessary for planning and implementing career education experiences. All goals and strategies selected from this document for infusion into the educational administration program are listed in the table below.

In an effort to facilitate career education implementation in institutions of higher education, the respondent suggests several strategies to encourage university professors to infuse career education into the content of their particular courses. Specific change strategies suggested include those which (1)encourage professors to read and/or publish writings on career education in professional journals, abstracts, research, and governmental articles; (2)encourage universities to sponsor research grants in career education; (3)develop sponsorship of university radio and television presentations on career education; (4)establish ad hoc committees on career education; (5)conduct student assessment of needs and of the quality of courses; (6)establish a university-based commission to define career-related problems and to make recommendations; and (7)establish graduation and credential requirements regarding career education.

Goals: G-1 through 22, G-24 through 26, G-28, G-31, G-32, G-34 through 39, G-41, G-43, G-46, G-47, G-49, G-50, G-56, G-70, G-79, G-80, G-84 through 88, G-96, G-99, G-105.
Strategies: S-1a,b,c,d,e; S-2a,b,c; S-3a,b,c; S-4b,c,d; S-5a,b,c; S-6a,b,c; S-7a,b,c; S-8a,b,c; S-9a,b,c; S-10c; S-12a,b; S-16c; S-17c; S-18c; S-19c; S-21a,b,c,d; S-24a,b,c,d,e,f,g,h; S-31c; S-32d; S-34a; S-35a; S-36b,c; S-37a,c,d; S-38b,d; S-39a,d; S-41c; S-43b; S-46d; S-47c,d,e,f; S-50b,c; S-56b,d; S-70a; S-71a; S-79a,b; S-80a; S-84a,b,c; S-85a,b,c; S-86a,b,c,d; S-87a,b,c,d; S-88a,b,c; S-96a,b,c; S-99a,b,c; S-105a,b,c.

INSTITUTION: University of Colorado
ADDRESS: Education Building 147, Boulder, Colorado 80302
CONTACT PERSON: Myrle Hemenway, Associate Professor of Educational Administration

EXISTING PROGRAM: The program in educational administration and supervision at the University of Colorado includes courses in educational administration, curriculum, supervision, and guidance. Currently career education concepts are being considered for infusion into existing courses rather than establishing new courses in career education administration.

PROPOSED INTEGRATED PROGRAM: In the proposed integrated program at the University of Colorado, individual instructors are to decide which goals are infused into their courses. They are to make decisions about inclusion of specific goals based on pretests of students in their classes. Consequently, no goals and strategies are specified, though a high percentage of the goals and strategies are believed to be relevant to the educational administration program.

Some courses appear to be the primary ones into which goals and strategies are to be infused. Among these are (1)a seminar in which most students research their own area of interest; (2)a course on the school and community; (3)a course in personnel administration; (4)an internship experience which allows involvement in career education activities of the "hands-on" variety; (5)independent study activities; and (6)a course in group process. In addition, career education goals and strategies are also being used to augment plans for assisting students in educational administration to make career decisions.

Goals: None selected.

Strategies: None selected.

ELEMENTARY EDUCATION

Programs

INSTITUTION: Herbert H. Lehman College
ADDRESS: Bedford Park Boulevard West, Bronx, New York 10468
CONTACT PERSON: Iris M. Elfenbein, Department of Elementary Education

EXISTING PROGRAM: The respondent describes the present graduate program in elementary education which is competency-based and designed for teachers at the nursery school--grade six level. Although focused on the generalist, the program provides opportunities for some specialization in different curricular areas. Its goal is to develop teacher leadership within the classroom and school setting. Areas in which students concentrate include research, statistics, foundations, general instruction and curriculum theory, group processes and human relations, and specific curricular areas including mathematics, reading, language arts, science, social studies, music, art, and the like.

PROPOSED INTEGRATED PROGRAM: It is suggested that career education elements be introduced into the present structure of the above program by taking what has been identified as basic competencies and listing those career education goals and strategies as options or possibilities through which the identified competencies can be achieved. For example, in demonstrating the ability to use a language experience approach to the teaching of reading and language arts, the teacher candidate could utilize interviews with workers, oral reports, on-job observations, and other work-related experiences as examples. The respondent has identified a number of goals and strategies as applicable for infusion into the present program. Most of these focus on the areas of career information, career development, and curriculum development. A complete list of goals and strategies selected is included below.

Goals: G-1 through 4, G-6, G-7, G-10, G-11, G-13 through 20, G-25, G-28, G-29, G-30, G-38, G-41, G-52 through 57, G-59, G-60, G-67, G-68, G-70, G-78, G-82, G-83, G-86, G-90.

Strategies: S-1a,d; S-2a; S-3a,b,c; S-4b,c; S-6a,b; S-7a,c,e; S-10a,b; S-11a,b; S-13b; S-14a,c; S-15b; S-17a,b,c; S-18a,b,c; S-19a,b; S-20a,c,d,e,f; S-25a,b,c; S-26c; S-28a,b; S-29a,b,c; S-30a; S-33b; S-38a,b,f; S-41a; S-52a,b; S-53a,b,c; S-54a,b,c; S-56a; S-57a; S-59a,b,c; S-60a,b; S-67a; S-68a,b,c; S-70c; S-78a,b; S-79a; S-82a; S-83a,b; S-86a,b,c,d; S-90a,b,c,d,e.

INSTITUTION: Huntingdon College
ADDRESS: 1500 Fairview Avenue, Montgomery, Alabama 36106
CONTACT PERSON(S): Willard Top, Academic Dean
Henry Bonner, Dean of Education

EXISTING PROGRAM: At present, the undergraduate preparation program for elementary trainees at Huntingdon College includes experiences in the following areas: introduction to education courses; methods courses; materials courses; psychology-human growth and development courses; field experiences; elective offerings; and core curriculum.

PROPOSED INTEGRATED PROGRAM: Elementary education trainees at Huntingdon College are to be exposed to introductory courses in various career fields. Opportunities are to be provided for trainees to interact with other career-oriented students, faculty, and community personnel. Trainees are also to gain experiences in how to utilize community resource facilities. One objective for career orientation is to develop a working knowledge of business ethics; organization theory; functions of profit and nonprofit organizations; and career opportunities in profit and nonprofit organizations/firms/institutions.

Respondents are recommending that one goal of the introduction to education courses be to develop an understanding of career awareness, career exploration, and career preparation concepts (refer to goal G-3 of this document). A strategy to deliver on this goal is for trainees to identify and list locally accessible materials, resource people, and field trip sites which may be used in teaching the above mentioned concepts. In addition, those goals which focus on (1)identifying the implications of career education for the entire education of each student and (2)developing knowledge and understanding of the historical, philosophical, and psychological foundations of career education concepts, are also suggested for infusion into these courses (goals G-18, 19).

Selected goals for infusion into such methods courses as reading, social studies, arithmetic, science, creative arts, and the like, emphasize (1)identifying and understanding equality concepts/roles in career education and their relationships to present/past race and sex stereotyping and trends among cultures and in work (see goal G-38); (2)developing and/or revising curriculum program goals and objectives so that career education goals, objectives, learning activities, and materials are included. Trainees may revise present programs and/or curriculum to indicate career education goals and objectives developmentally, thus building in a smooth transition through grade levels. Activities also can be designed and implemented which develop awareness of the arts, music, and literature as potential areas for careers as well as leisure time activities (see goals G-52, 54, 55).

Goals G-67,68,81,82,83 and strategies selected by respondents for implementation in the college's materials courses for elementary trainees deal with (1)identification and utilization of materials, facilities, and equipment necessary to involve students and community in career education experiences; (2)dissemination of career-oriented resource materials to teachers, students, and community; and (3)development of activities/experiences for group interaction and psychomotor skill development of students. Respondents suggest that one way to implement goals selected for these courses is for trainees to actually educate and involve community persons in career education activities.

Present psychology courses focus on development of human relations skills and understanding child development processes and their relationships and use in the world of work (see goal G-23). One strategy selected to implement goals chosen for infusion into these courses includes trainees' reviewing theory and concepts of child development and discussing the developmental concepts of self/career awareness, career exploration, and career preparation and their relationships to the stages or levels of a child's development. The major emphasis of the goals selected for courses in this area is on (1)understanding child development as it relates to the world of work (goal G-25); (2)developing knowledge and understanding of intergroup/individual differences in motives attitudes, values, etc., and the effect those differences may have on responses to schooling and careers; and (3)identifying and understanding possible special career needs/interests/activities for disadvantaged, minority, handicapped, and gifted students (goal G-74).

In the area of field experiences, it is proposed that trainees develop and apply appropriate and varied interpersonal skills needed to plan and implement career education experiences for students, especially minority, disadvantaged, handicapped, and the like (see goals G-20, 74). Emphasis is also being placed on developing trainees' abilities to reduce worker alienation (goal G-21). A complete list of goals and strategies selected for infusion into areas of the existing elementary program follows.

Goals: G-3, G-18 through 20, G-21, G-23, G-25, G-38, G-52, G-54, G-55, G-57, G-60, G-64, G-67, G-68, G-74, G-81 through 83.

Strategies: S-3a; S-18b; S-19a,b,c; S-21a,b; S-23a,b; S-25b; S-38f; S-52a; S-54a; S-55a; S-57c; S-60b; S-64a; S-67a; S-68a; S-74a,b; S-81a,b; S-82a; S-83d.

INSTITUTION: University of Colorado
ADDRESS: Boulder, Colorado 80302
CONTACT PERSON: Robert D. Price, Professor of Education

EXISTING PROGRAM: At the University of Colorado, courses are required for undergraduate elementary teachers in their junior and senior years. Currently no career education goals are integrated with this program. Basically the two-year program involves courses in educational psychology and child development; methods modules in science, media, math, social studies, reading, language arts, special education, and social foundations; a half-day field experience in schools; student teaching; creative workshops; and alternative experiences in teaching or working with children.

PROPOSED INTEGRATED PROGRAM: Career education materials are to be added to the social studies lab and made available for required review and use by undergraduates through the modular approach. The materials are to be concise, multimedia, relatively simple, and appropriate for self-study use. Rather than focusing on the traditional roles of fireman, policeman, doctor, and nurse, the materials will emphasize other occupational roles. Goals and strategies from this document are presently undergoing extensive review for their applicability to this program and are not listed at this time.

Goals: None selected.

Strategies: None selected.

INSTITUTION: Pace University
ADDRESS: Pace Plaza, New York, New York 10038
CONTACT PERSON: Ruth Ferguson, Chairman, Elementary Education Department

EXISTING PROGRAM: The present undergraduate preparation program for elementary teachers consists of a professional sequence of four phases. Phase I deals with self awareness, interpersonal relations, communication, group process analysis, verbal interaction in the classroom, performance objectives and the cognitive-affective hierarchy, goal setting and values clarification. Phase II focuses on goals and strategies for teaching math, science, social studies, reading, and language arts. It is competency-based, as is the apprentice teaching experience which forms Phase III. In Phase IV teacher trainees at Pace are currently exposed to extensive career education. Many goals and strategies included in this document have already been used here, specifically those in the areas of career information and career development. Preservice teachers use as a reference source Staff Development in Career Education for the Elementary School, written by Norton, Ebeling, Ferguson, Muro, and Ryan. In addition, students spend three hours per week for five weeks studying careers in the field. In all cases students are permitted to perform some of the tasks related to the careers studied and to interview a variety of workers in regard to the eight Comprehensive Career Education Model (CCEM) elements. As a result of these activities students formulate broad curriculum goals and indicate how they would use their career education experiences in the elementary school. Students also prepare audiovisual materials which enable them to share these experiences with colleagues.

PROPOSED INTEGRATED PROGRAM: This university is conducting a series of state-funded summer career education institutes for teachers. During the summers of 1973, 1974, and 1975, these institutes are to service elementary, junior high, and high school teachers, respectively. Many of the career education goals and strategies utilized in the undergraduate preparation program described above are included in the institute programs. In addition, many other resources suggested by this document are applicable to the senior high institute now being planned. Some of the most useful goals and strategies selected by this respondent are listed below.

Goals: G-2 through 6, G-8 through 11, G-13, G-14, G-17, G-18, G-20, G-28, G-29, G-52, G-81, G-94.

Strategies: S-2a,b,e; S-3a; S-4b,c,d; S-5a,b; S-6a,b; S-8a; S-9a; S-10c; S-11a,b,c; S-13a,b,d; S-17a,b; S-18a,c; S-20a,c,g; S-28a; S-29a; S-52a; S-79a; S-81b; S-94a.

INSTITUTION: Southern Colorado State College
ADDRESS: 2200 Bon Forte Boulevard, Pueblo, Colorado 81001
CONTACT PERSON: Jean Whitmer, Assistant Professor

EXISTING PROGRAM: The present elementary language arts course at the undergraduate level has a dual focus. It aims to increase teacher trainees' competency in basic areas, such as word recognition, spelling, and oral and written English. It also has as its objective the development of professional skills needed for teaching the four language arts (listening, speaking, reading, and writing) and integrating them into other curriculum areas. No specific career education elements are included within the elementary language arts course at the present time.

PROPOSED INTEGRATED PROGRAM: The respondent suggests that many goals and strategies listed in this document can be combined with certain objectives of the present course. The resulting modified objectives will be effective in producing teachers not only competent to teach the four related language arts, but also knowledgeable about career awareness, career exploration, and career preparation concepts. For example, the existing objective, "The student [trainee] will plan and teach at least two lessons integrating the four language arts (listening, speaking, reading, and writing) into another curriculum area," when integrated with goal G-55, and strategies S-60b and 61a reads: "The student [trainee] will plan and teach a lesson integrating career awareness with the four language arts (listening, speaking, reading, writing)." The existing objective, "The student [trainee] will list at least five activities for teaching each of the following oral language skills: informal conversation, informal drama, reporting, and vocabulary development," reads when modified, "The student [trainee] will list at least three activities for teaching each of the following oral language skills as related to career education: informal conversation (strategies S-61b,62b,67a), informal drama (strategies S-55a,63c,76a,77b), reporting (strategies S-18a,57a,62b), and vocabulary (strategies S-11a,17c). The student [trainee] will also define terms related to various careers." The existing objective, "The student [trainee] will list at least five activities for teaching each of the following written language skills: creative language, language-experience, report writing, research and study skills," is modified through integration of career education to require trainees to list at least three activities for teaching each of the written language skills: viz., letter writing (applying for a selected position); language experience (writing booklets, such as "When I Grow up I Want to Be," "My Imaginary Job," or experiences on a career field trip); and writing research reports. Strategies infused include S-26a;40b,e;49c;52b; and 60a. The existing objective, "The student [trainee] will list at least ten activities for motivating children to develop the desire to read," reads when modified, "The student [trainee] will list at least __ activities to motivate children to read about career education: list and locate elementary informational books about careers, read to children about various occupations, read biographies of famous people in the world of work to children, provide time for children to read about careers." The existing objective, "The student [trainee] will set up learning centers to teach language arts' skills," reads when modified by the infusion of career education goals and strategies from this document, "The student [trainee] will plan and set up at least __ learning centers integrating the language arts as related to career education." A complete list of the goals and strategies identified as important for this course follows.

Goals: G-1 through 4, G-6, G-9, G-10, G-12, G-13, G-15, G-16, G-20, G-25, G-26, G-28, G-30, G-55, G-57, G-61.

Strategies: S-1c,e; S-2a,b; S-3a; S-6b; S-9a,c; S-10a, S-11a; S-12a; S-13a,b; S-14c; S-15c; S-17c; S-18a; S-20a; S-25b; S-26a; S-28c; S-30c; S-52b; S-55a; S-57a,c; S-60a,b; S-61a; S-62b; S-63c; S-76a; S-77b; S-79a.

INSTITUTION: Colorado Women's College
ADDRESS: Denver, Colorado 80220
CONTACT PERSON: Richard Switzer, Assistant Professor of Education

EXISTING PROGRAM: The respondent from Colorado Women's College lists nine required courses which are included in the preparation program for elementary teacher (K-6) certification. These courses which carry a total of thirty-three credit hours are "American Public Schools," "Introduction to Psychology," "Educational Psychology," "Laboratory in Elementary Methods," "Elementary Reading/Language Arts," "Elementary Science and Social Studies," "Elementary Math," and "Student Teaching." Approximately twelve prerequisite courses are suggested before entering the elementary program, some of which are English composition, economics, sociology, political science, American history, and the like.

PROPOSED INTEGRATED PROGRAM: The respondent recommends that career education be integrated into the three-semester-hour "Elementary Science and Social Studies" course. Focusing on the social studies component of the course, goals and strategies selected deal with definition of career education; basic principles underlying career education; a rationale for infusing career education; development of learning activities relative to career education; theoretical relationships between career education and education in general; development of instructional units; and review of research which attempts to evaluate career education efforts. A complete list of career education goals and strategies selected for infusion into the course is given below.

Goals: G-2, G-4, G-28, G-55, G-60, G-104.

Strategies: S-2a; S-4c,d; S-28a; S-55a; S-60b; S-104a,c.

INSTITUTION: New York University
ADDRESS: 26 Stuyvesant Street, New York, New York 10003
CONTACT PERSON: Robert M. Swerdlow, Assistant Professor, Department of Technology and Industrial Education

EXISTING PROGRAM: The elementary teacher preparation program provides an undergraduate/graduate course (which is presently taught by the respondent) entitled "Technology and Elementary Education." The purpose of this course is to acquaint elementary classroom teachers with a variety of techniques for teaching youngsters about industry and technology.

PROPOSED INTEGRATED PROGRAM: As an example of how a specific strategy may be implemented within a given classroom setting, the respondent has chosen strategy S-55a for in-depth treatment. The strategy suggests that trainees "design/implement role-playing activities at the elementary level to develop awareness of the interrelationships of varied occupational groups within a community." To this end the class is broken up into small groups; each group is provided with appropriate construction materials and proceeds to design, produce, and market a chosen product prototype. During the course of the simulation/role-playing activity, students have the opportunity to assume the roles of designers, engineers, managers, modelmakers, salespersons, and artisans. They also discover through personal experience some of the areas and principles important to business and industry, such as the division of labor, the principle of interchangeable parts, the necessity for quality control, and the principles of elimination of wasted motion and continuous flow. The complex area of labor relations is also introduced as students are made aware of the rights and responsibilities of both labor and management and as they examine strikes and collective bargaining via role playing.

Goals: G-55.

Strategies: S-55a.

INSTITUTION: Southern Colorado State College
ADDRESS: 2200 Bon Forte Boulevard, Pueblo, Colorado 81001
CONTACT PERSON: Charles Tedrow, Industrial Education

EXISTING PROGRAM: In a course, "Career Education for Elementary Teachers," a variety of topics associated with career education are being addressed. Among these are a rationale, definition and goals of career education, cluster concepts, relevant media, development of career education materials for subject areas, and implementation of a comprehensive career education program (K-12).

PROPOSED INTEGRATED PROGRAM: Six goals are being discussed for integration into the course for elementary teachers. The goals focus on career information, career development, and curriculum development topics. The integration of these goals emphasize students' expanded awareness of career avenues and roles of workers, of relationships between careers and education, of the social usefulness of all types of work, and of sources for instructional materials and occupational information. The following table lists in code form the six goals and the strategies selected for integration.

Goals: G-7, G-9, G-25, G-55, G-57, G-64.
Strategies: S-7b; S-9a; S-25e; S-55a; S-57a,b,e; S-64a.

Field Experiences

INSTITUTION: Queens College
ADDRESS: 153-04 61 Road, Flushing, New York 11367
CONTACT PERSON: Lila Stern, Director of Educational Placement

EXISTING PROGRAM: The present elementary teacher education program provides for teacher trainees, appropriate field settings related to courses in educational psychology, methods, and student teaching. Teacher trainees gain student teaching experiences in two eight-week periods at two different schools (inner city and middle income) and in two grade levels (grades K-3 and 4-6). Trainees are also provided opportunities to explore other fields of specialization.

PROPOSED INTEGRATED PROGRAM: The respondent proposes to integrate career education into the field experience area of the elementary teacher education programs. Community involvement in career-related activities for students (K-12), career-related site visits, simulated work experiences, "hands-on" experiences or on-the-job training, worker alienation, job satisfaction, utilization of varied resources and resource materials, curriculum development, and individual future plans are discussed and/or implemented as part of the learning experiences for teacher trainees. The focus of these experiences is on exploration and discovery. Career education goals and strategies selected for integration into the program cover the areas of principles/goals of career education, occupational/career information and requirements, manpower needs, employment procedures, human relations and interpersonal skills, curriculum development in career education, and school/community understanding and support of career education experiences. A complete list of goals and strategies identified as appropriate to the program is found below.

Goals: G-4, G-6, G-9 through 11, G-13, G-14, G-16, G-18, G-20, G-23, G-26, G-43.
Strategies: S-4a; S-6c; S-10b; S-11b; S-13b; S-18b; S-20a,h; S-23a; S-26a; S-43b.

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ELEMENTARY AND SECONDARY EDUCATION

Programs

INSTITUTION: Judson College
ADDRESS: Bibb Street, Marion, Alabama 36756
CONTACT PERSON(S): Ann Jones, Professor of Education
Clyde Walker, Chairman, Department of Education

EXISTING PROGRAM: The existing teacher preparation program at Judson College utilizes traditional course content to achieve the following objectives: (1)to provide young women seeking careers in education with the knowledge, skills, competencies, and credentials needed for entry and successful performance in the teaching profession; (2)to provide assistance to schools (K-12) in the area; and (3)to engage in educational research relating to teaching methods and materials. Included in the teacher preparation program are courses, such as "Principles of Education in Elementary and Secondary Programs," "Teachers' Aide," "Student Teaching," "Educational Psychology," methods courses, general education courses, and others.

PROPOSED INTEGRATED PROGRAM: Several of the existing courses offered in the teacher preparation program at Judson College are suggested for infusion of career education. A fourth objective which is to provide an understanding of career education (K-12), is also suggested for addition to the existing objectives mentioned above. The intent of the objective is to prepare prospective teachers to involve students (K-12) in career education experiences, and to encourage the administration to provide financial means for implementation of this objective into the total program.

One of the courses identified for infusion of career education goals and strategies is "Principles of Education"; content regarding definitions, relationships, and evaluation of career education is to be integrated (see goals G-1,2,104). The infusion of goal G-6 into the course entitled "Teachers' Aide" provides for discussion and identification of major goals of career education. Methods courses in elementary and secondary education provide content regarding characteristics of occupations, employment procedures, and development of curriculum goals and learning activities in career education for special groups (see goals G-13,16, 52,74). Goal G-44 is selected for infusion into the course "Student Teaching"; this goal emphasizes the maintenance of liaison with community groups/activities significant to career education planning and implementation. "Educational Psychology" is to be infused with goals G-57 and 98, which focus on (1)implementation of learning experiences which relate to education, careers, culture, home, family, and lifestyle, and (2)development/demonstration of methods for assessing pupil growth in the ability to work with others in varied career education experiences. Goal G-38 is recommended for infusion in the general education component of the program; the goal deals with development of a rationale for infusing career education into the curriculum. Goal G-36 is proposed for integration into the major/minor component in the area of secondary education; delivery on this goal calls for development of skills to conduct follow-up studies of former students for the purpose of improving career placement services. A course providing library experiences is chosen for infusion of goal G-83. The goal stresses gaining experience in the collection, development, utilization, and/or dissemination of career-oriented resource materials for use by students, teachers, and other community persons. "At Judson, teacher education is a 'total institution' program; therefore, all teachers of the college are encouraged to provide various aspects of career education as opportunities avail themselves." Listed below are the goals and strategies which are to be integrated into course content.

Goals: G-1, G-2, G-6, G-13, G-16, G-28, G-36, G-44, G-52, G-57, G-74, G-83, G-98, G-104.

Strategies: S-1c; S-2b; S-6b; S-13c; S-16a; S-28a; S-36c; S-44d; S-52b; S-57a,b; S-74b; S-83a; S-98c; S-104b.

INSTITUTION: Southern Colorado State College
ADDRESS: 2200 Bon Forte Boulevard, Pueblo, Colorado 81001
CONTACT PERSON: Robert L. Strader, Associate Professor of Education

EXISTING PROGRAM: Southern Colorado State College offers undergraduate preparation programs in the areas of elementary and secondary education. Courses offered in both programs, with content being specific to either elementary or secondary education, include "Introduction to Education"; "School and Society"; "Laboratory in Education"; a sequence of psychology courses appropriate to grade and developmental levels; methods courses; specific content area courses; and introductory courses focusing on the elementary school or the junior/senior high school.

PROPOSED INTEGRATED PROGRAM: Two approaches for infusing career education into the teacher preparation programs at Southern Colorado State College are being discussed by faculty in the Department of Education. One approach is to develop separate courses on career education as additions to the certification sequence; the other is to add career education components to one or more of the existing courses in the certification sequence. The faculty leans more toward developing a separate course on career education, for it is uncertain at this time that adding career education components to existing courses will meet requirements of future legislative mandate.

The respondent, however, suggests that career education concepts be integrated into several of the existing courses rather than be taught as a separate course. This approach, of course, will require coordination and shared responsibility by all staff, especially teaching staff. Career education goals and strategies selected from this document and/or from other sources for infusion into chosen courses are to be developed further by professors charged with teaching those particular courses. Planning among these professors is needed in order to sequence goals developmentally in courses so that trainees may understand fundamental concepts in introductory courses and more sophisticated concepts as they progress through the teacher certification sequence. Specific goals, strategies, and courses for career education infusion are not identified at this time.

Goals: None Selected.

Strategies: None Selected.

INSTITUTION: Fort Lewis College
ADDRESS: Durango, Colorado 81301
CONTACT PERSON(S): Edith Brochr, Elementary Education
Bill Engman, Department of Education
Susan Cook, Board of Cooperative Services
Don Holes, Department of Education

EXISTING PROGRAM: Although the elementary and secondary teacher preparation programs here are different, they have some of the same components. These include (1)an introductory course which covers the history and philosophy of education, the basic concepts of psychology, some human relations material, an introduction to values clarification, and a defense of each student's chosen major--from this course the staff does the first screening of students and provides considerable career counseling in the field of education; (2)elective courses open to both areas which include "Human Relations," "Teacher Aide Practicum," and the "Full-Year Intern Program"; (3)the usual methods and psychology courses and student teaching; and (4)the use of numerous outside support people in the preparation of student teachers.

PROPOSED INTEGRATED PROGRAM: The respondent, in a comprehensive position paper, has presented his personal opinions as to the applicability of the resource ideas in this document to the existing teacher training program. Responses are not meant to reflect the attitudes, possible approaches, and/or philosophy of the college the respondent represents. Some of the goals and alternative strategies are thought to be admirable, but questions arise as to whether the average college instructor has the training and the time in the existing system to do the research necessary to do these goals justice. While many of the ideas in career education are considered exciting and provocative, the respondent feels that a great deal of research, development, and evaluation must be done before a useful curriculum can be presented to students. Goals and strategies which the respondent has selected as of personal interest are listed below.

Goals: G-9, G-12, G-15, G-20, G-24 through 27, G-30, G-31, G-33, G-34, G-43, G-47, G-48, G-83.

Strategies: S-9c; S-15b; S-20a,e; S-30a; S-62a; S-98b; S-104b.

INSTITUTION: Loretto Heights College
ADDRESS: 3001 South Federal, Denver, Colorado 80236
CONTACT PERSON(S): Philomene Schiller, Professor of Teacher Education
Ann Milam, Coordinator/Adviser, Competency-Based Teacher Education Project

EXISTING PROGRAM: The teacher education program at Loretto Heights College is a competency-based pilot project. Each trainee in special, elementary, and secondary education, selects an expert from the community with whom he/she contracts to learn desired competencies. Concurrently, teachers in training work with and observe students (K-12) in the classroom where the integration of both practice and theory occurs.

PROPOSED INTEGRATED PROGRAM: Goals and strategies selected from this document include primarily those focusing on curriculum development and career development; however, goals stressing career information, resources, and evaluation are mentioned. The approach to integrating goals favored by the respondent is one that integrates career education goals into existing content areas, rather than using goals to develop new career education courses. The following table lists goals and strategies selected.

Goals: G-1, G-2, G-12, G-13, G-20, G-22, G-23, G-25, G-28 through 30, G-33, G-38, G-43, G-44, G-49, G-55 through 57, G-59 through 61, G-64, G-66, G-71 through 74, G-79, G-80, G-92, G-98.

Strategies: S-1a,b,e; S-2c; S-3a; S-11b; S-12b; S-13a,b,c; S-20a,c,d,e,f; S-22b; S-23a; S-25c; S-29a,b,c,d; S-30c; S-33a,b; S-38a,b,c,d,e,f; S-43c,d,e,g; S-44b; S-49a,b,c; S-55b,c,d; S-59b,c; S-60a; S-64a,b,c; S-66b,c; S-71b,c; S-72a,b,c; S-73a,b,c; S-74b; S-79a; S-80a,b; S-92b,c; S-98a.

INSTITUTION: Eastern Oregon State College
ADDRESS: LaGrande, Oregon 97850
CONTACT PERSON(S): William Wells, Professor of Elementary Education
R. Doyle Slater, Associate Professor of Secondary Education

EXISTING PROGRAM: At present this institution offers programs to prepare elementary and secondary teachers as well as a special program (with certain elements common to the elementary curriculum) for preparation of bilingual teachers. These programs are currently undergoing revision to eliminate the traditional approach of separate courses for prospective elementary and secondary teachers.

The respondent lists and describes courses currently available within each program and notes that several courses are appropriate (1)for both elementary and secondary trainees and (2)for both elementary and bilingual teacher preparation. "Introduction to Education" and "Analysis of Learning and Development" are available for both elementary and secondary prospective teachers. Course components of the former include (1)simulations of classroom concerns; (2)problem-solving and decision-making experiences; (3) study of communities; (4)introduction to the teaching role via videotaping of mini-lessons; (5)field experiences in classrooms involving students in materials development, presentations, etc., in an aide role. Course components of the latter are (1)an examination of the theoretical bases of learning and development; (2)case studies of students showing learning patterns with emphasis on deviations; and (3)an examination of the processes of evaluation. "Process of Teaching I, II, III" is listed by the respondent as appropriate for the preparation of elementary and bilingual teachers. Courses available in the secondary teacher preparation program include (1)"Process of Teaching I" which includes components of teaching media, lesson organization and writing of objectives, and evaluation of personal teaching skills utilizing videotaping and student teaching feedback; (2)"Process of Teaching II" which includes the areas of developing teaching strategies, preparation of test materials, course organization, preparation of instructional materials--all with some emphasis given to career education; (3)"Reading in the High School"; and (4) "Student Teaching" and/or "Intern Teaching" with an accompanying seminar. Examination of theoretical approaches, teaching strategies, and review of instructional materials are components of "Reading in the High School." Secondary "Student Teaching" and/or "Intern Teaching" with accompanying seminar experiences are characterized by (1)the integration of all subject area and teaching skill components in a supervised setting; and (2)a review of student performance and materials preparation.

PROPOSED INTEGRATED PROGRAM: The revised program consists of two blocks of experiences encompassing elements distinct and similar for elementary and secondary teachers. The career education components to be infused into "Block I: Introduction to Teaching," taken by all prospective teachers include (1)the examination of definitions of terms related to career education; (2) community related studies (e.g., rural vs. urban lifestyles, community work patterns); (3)the participation in exercises relating to making career decisions; (4)the familiarization of prospective teachers with career education materials and resources; (5) the discussion of interpersonal skills required in work; and (6)the review of child development and attitude as related to work. "Block II: Process of Teaching" includes elements common to elementary and secondary teacher preparation. The respondents list topics relative to the proposed career education component intended for the training of secondary teachers as follows: (1) examination of systems to familiarize classroom students with occupations and work; (2)identification of published career education resources available for classroom use; (3)development of a community resource file; (4)preparation of career education units; (5)development of self-instructional packages; (6)exercises in career selection; (7)participation of prospective teachers in working with the handicapped in selecting work opportunities; (8)development of public relations media; and (9)development of leadership skills in the coordination and development of career education programs. Goals from this document which may feasibly be integrated into Block I or Block II include the following: goals G-1,2,3,4,12,25,60,62,64, and 72. The focus of these goals is on career information concepts, and curriculum development. The goals and strategies selected for the infusion of ideas by the respondents are identified below.

Goals: G-1 through 4, G-6, G-9, G-11 through 13, G-16, G-20, G-23, G-25, G-26, G-28, G-30, G-33, G-34, G-40, G-42, G-43, G-47, G-49, G-52 through 55, G-57, G-59, G-60, G-62, G-64, G-66, G-67, G-70 through 72, G-75, G-77, G-79, G-90, G-94, G-104.

Strategies: S-1e,d,; S-2a; S-3a,b; S-4d; S-6c; S-9a,c; S-11a,c; S-12a; S-13c; S-15b,c; S-20e,h; S-23a; S-25a,b; S-26a; S-28b,c; S-30c; S-33b; S-34a,b; S-40b,e; S-42b; S-43c; S-47a; S-49b; S-52a; S-53a,b,c; S-54b; S-55a,c; S-57a; S-59c; S-60a,c; S-62a; S-64b,c; S-66c; S-67b; S-70a,b; S-71c; S-72a,c; S-75c; S-77a; S-79b; S-90a,b,d; S-94b; S-104b,c.

INSTITUTION: Regis College
ADDRESS: 50th and Lowell, Denver, Colorado 80221
CONTACT PERSON: A.J. Hycrek, Director of Secondary Education

EXISTING PROGRAM: Regis, a small liberal arts college, prepares elementary and secondary teachers in academic areas only. Traditional in content, the program offers four undergraduate courses to both elementary and secondary teachers in training--"Introduction to Education," "Educational Psychology," "General and Developmental Psychology." Elementary and secondary teacher candidates take other courses specific to their majors as well as student teaching experiences. Although career education concepts are not integrated into the curriculum, the student teachers receive assistance in making career decisions about teaching.

PROPOSED INTEGRATED PROGRAM: The following suggestions given for proposed efforts in career education at Regis College represent only those ideas related to courses taught by the respondent. Career information and career development goals (see goals G-1, 2,3,18) are to be included in the "Introduction to Education" course. Other career development goals (see goals G-23,25,33) are to be discussed more in depth in the course "Educational Psychology." In classes on general secondary methods, the respondent proposes that methods relevant to career education be included (see goals G-36,38,52,54,55,58,63,64). It is also suggested that career education be included in the total curriculum in an effort to make all subject matter relevant. A complete list of selected goals and alternative strategies is found below.

Goals: G-1 through 3, G-16, G-18, G-23, G-25, G-33, G-36, G-38, G-52, G-54, G-55, G-58, G-63, G-64.

Strategies: S-1e; S-3a; S-15b,c; S-18a,b,c; S-23a; S-25a,b,c; S-33a,b; S-36a; S-52a,b; S-54a,b,c; S-55a,b,c; S-63a,b; S-64a,b,c.

INSTITUTION: Washburn University
ADDRESS: Topeka, Kansas 66621
CONTACT PERSON: W.R. Oldham, Dean of Education

EXISTING PROGRAM: At the present time the undergraduate elementary and secondary teacher training programs at this institution include the traditional courses in the areas of foundations, content and methods, and field experiences. Career education components are dealt with only in two graduate level courses entitled "Career Education in Schools" and "Economic Education." These courses directed toward experienced teachers in the masters of education program, provide in-depth study of career education concepts. Three theses on career education are already written by trainees at the university.

PROPOSED INTEGRATED PROGRAM: The respondent suggests three ways in which career education may be infused into the teacher training programs mentioned: (1)by conducting graduate/undergraduate workshops in which practitioners in the field illustrate how to enrich the curriculum with career education concepts, (2)by infusing appropriate goals and strategies selected into the courses "Career Education in Schools" and "Economic Education," and (3)by utilizing resource people from the field in career-related activities. The major focus of the goals selected is on understanding of career development concepts, worker alienation, understanding the foundations of career education, needs assessment/evaluation, and the like. Goals and strategies are listed in the table below.

Goals: G-3, G-16, G-18, G-19 through 21, G-23, G-24.
Strategies: S-3b,c; S-16a; S-17d; S-19a,c; S-20a,b,c,d,f,h; S-21c; S-23a; S-24a,b,c,d,e,f.

INSTITUTION: Southern Oregon State College
ADDRESS: Ashland, Oregon 97520
CONTACT PERSON: Rod Groshang, Associate Professor of Education

EXISTING PROGRAM: Southern Oregon State College is utilizing varied avenues to meet the career education needs of their elementary and secondary education trainees. Efforts to date include (1)a two-week information unit infused into an introductory course for both elementary and secondary trainees; (2)an undergraduate seminar offered as an elective twice a year; and (3)a required secondary education graduate course, "Principles and Practices of Guidance Services," wherein about twenty percent of the content focuses on career education.

PROPOSED INTEGRATED PROGRAM: Beginning with the 1975 summer session, Southern Oregon State College plans to incorporate into the elementary curriculum a required three-quarter-hour course. Goals selected for infusion into this course focus on developing an understanding and a definition of career education and career education concepts; formulating a career education rationale; understanding the relationships among education, work, culture, and lifestyles; utilizing varied techniques, such as simulation, gaming, role playing, and the like; self-concept development and valuing experiences; implementing varied "hands-on" experiences; community involvement; evaluation; assessing performance skills; and identifying job requirement information (refer to goals G-1, 2,3,4,6,13,28,33,64,77,78,80,86,94 in this document).

The respondent, along with some other faculty members in secondary education, feels that trainees in this area should experience pre-student teaching orientation to career education. As a result, an additional two-week unit is to be incorporated into a general methods course beginning with the fall quarter of 1975. The content of the unit addresses definition of career education and career development concepts; development of a rationale for career education; development of an understanding of the major goals and principles of career education; understanding manpower needs and employment trends; and the like. Trainees in this course have experience in (1)identifying and applying occupational information to a particular subject area; (2)identifying employment procedures for hiring personnel; (3)developing/implementing (K-12) learning experiences which involve varied representatives from the community; (4)planning/implementing valuing experiences for students (K-12); (5)developing abilities/skills to assist students (K-12) in self awareness activities wherein students may identify the assistance and resources needed to meet their career goals; and (6)assessing/evaluating student performance skills (see goals G-1,2,3,4,6,9,13,14,16,28,61,64,80,94). A variety of strategies are selected to deliver on these goals/experiences. The credit offering for this course is six quarter-hours.

Since the fall quarter of 1974, the college has been infusing career education content into its "Principles and Practices of Guidance Services" course. Goals and strategies are selected from this document to supplement existing career education content in the course. Study and development of guidelines to resolve worker alienation; planning/implementing decision-making and problem-solving experiences; developing/implementing job placement services; differentiating among trainees' attitudes, motives, values and social norms, and studying the implications for schooling and careers; identifying factors which influence career choices; studying race and sex stereotyping and the implications for change; developing learning experiences appropriate for handicapped, minority, and disadvantaged students; developing self-instructional packages; and developing skills to assess career interests, needs and abilities of students--these and others are experiences in which trainees will be involved (see goals G-14, 15,21,22,29,30,38,66,74,90,92,104). A complete list of goals and strategies identified as important for infusion into these three courses is given below.

Goals: G-1 through 4, G-6, G-9, G-13 through 16, G-21, G-22, G-28 through 30, G-33, G-38, G-61, G-64, G-66, G-74, G-77, G-78, G-80, G-86, G-90, G-92, G-94, G-104.

Strategies: S-1b; S-2a; S-3a; S-4b,c; S-6b; S-9a,c; S-11b,c; S-13b,c,d; S-15b,c; S-16b; S-21b; S-22b; S-28a; S-29d; S-30a; S-33a; S-34c; S-38a; S-61a; S-64a; S-66b; S-69c; S-74a; S-77a; S-78a; S-79a; S-80a; S-86d; S-90a; S-92c; S-94b; S-104a.

GUIDANCE AND COUNSELING

Programs

INSTITUTION: University of California at Los Angeles
ADDRESS: 405 Hilgard, Los Angeles, California 90024
CONTACT PERSON: Charles C. Healey, Associate Professor of Guidance

EXISTING PROGRAM: The present guidance and counseling program offered by this institution leads to the master's degree upon successful completion of the following goals and experiences: (1)students distinguish between persons in a population with developmental difficulties and those in a population without such difficulties; (2)students show understanding of how specific diagnostic data and learning and teaching principles may be integrated into repeatable counseling and guidance treatments; (3) students apply specific individual and group counseling procedures/techniques with different populations and utilize evaluation methods for self evaluation as well as to improve and demonstrate accountability; and (4)students gain practice in communicating the nature and results of their activities. The above goals and experiences are accomplished through classroom instruction, structured fieldwork, and participation in research. The university respondent indicates that career education components are included in each of the aforementioned goals and experiences.

PROPOSED INTEGRATED PROGRAM: The respondent from this university does not specify goals and strategies which may be considered appropriate for any one particular course. However, certain courses are indicated for infusing career education into existing courses in which selected career education goals and strategies may be integrated; namely, "Career Education," "Vocational Guidance," "Research in Career Development, Counseling, and Assessment," "Fieldwork in Guidance," and another course which allows for individual research. The career education components suggested for infusion into these courses include: (1)nature and evaluation of career education programs; (2)techniques and theory of vocational guidance; (3)research in career development; and (4)fieldwork in guidance including career guidance procedures. The goals and strategies selected from this document are listed below.

Goals: G-1 through 7, G-10 through 12, G-14, G-16, G-17, G-19 through 24, G-27, G-28, G-30, G-32, G-34, G-36, G-38, G-41, G-46, G-48, G-51, G-52, G-55 through 57, G-74, G-83, G-84, G-87 through 89, G-97.

Strategies: S-1b; S-2a; S-4d; S-7c; S-10c; S-12a; S-17d; S-19c; S-20h; S-21d; S-22a,b; S-24c,e,f,g; S-28a; S-29c; S-32b; S-34a,b,c; S-36b; S-38b,c,d; S-41c; S-46a; S-52b; S-55b; S-56b,c; S-57b; S-59c; S-74b; S-83b; S-84a,b; S-87a,b,; S-89a.

INSTITUTION: Fordham University
ADDRESS: 113 West 60th Street, New York, New York 10023
CONTACT PERSON: Herman Slotkin, Associate Professor of Education

EXISTING PROGRAM: The above institution offers graduate preparation programs in counselor education at the masters, doctoral and professional diploma levels. Specific courses within the programs which include career education elements are "Career Information and Development," "Directed Observation of Referral Services," and "Psychology of Vocational Development," respectively. The goal of these courses is to facilitate educational, vocational, and social planning in an urban setting; however, central to Fordham's counselor education program is training in a team approach to vocational development in elementary and secondary schools. Stress is on the counselor as the central resource person, while the importance of involving the classroom teacher is also emphasized. At the doctoral level the policy changes from a practice approach to a theory and research focus.

PROPOSED INTEGRATED PROGRAM: In this university's educational/training setting, at both the undergraduate and graduate levels, the goal is to develop a comprehensive team approach to vocational education for professionals working in schools. The methods and setup employed in the training program is to also serve as a model for the practical areas. Within this framework, central direction, content, and coordination come from the Counselor Education Department on the graduate level. This insures the preservation of the main perspective of human development. The main content/activity within this focus is that of vocational development. In addition, a coordinated training effort aimed at implementing psychological or subjective education is to be instituted for counselors and teachers. Such a focus serves basically as a means for helping counselors and teachers to develop in students an awareness of needs and values. In that these are considered integral components of career education, training in this area seems imperative. Goals and strategies selected as applicable to Fordham's program fall in the areas of career information, career development, curriculum development, and evaluation. They are listed in order in the following table.

Goals: G-1 through 4, G-7 through 10, G-12, G-13, G-16 through 18, G-20, G-21, G-25, G-26, G-30, G-33, G-37, G-38, G-47, G-48, G-59, G-59, G-61, G-64, G-74, G-81, G-86, G-90, G-92, G-97, G-100, G-104, G-105.

Strategies: S-1a,c; S-2a; S-3c; S-4b,d; S-7a; S-8b; S-9a,b,c; S-10a,c; S-12a; S-13c; S-15a,b,c; S-16b; S-17a,d; S-18b; S-20a,d,g; S-21d; S-25c; S-26b; S-30a; S-33a; S-37b; S-38d; S-47d; S-48c; S-59a,b,c; S-61a,b; S-64a; S-74a; S-81a; S-86b,d; S-90b; S-92a,b,c; S-97b; S-100a,b; S-104a,c; S-105a,b.

INSTITUTION: Kansas State University
ADDRESS: Manhattan, Kansas 66502
CONTACT PERSON: H. Kaiser, Associate Professor of Education

EXISTING PROGRAM: The elementary guidance program at this institution consists of courses that include "Philosophy and Principles of Guidance," "Child Study," "Counseling Strategies for Elementary Children," and packaged models. The program also includes a specific course entitled "Career Education," which explores the relationship of humanistic and psychological education to career education. It introduces trainees to available resources for career guidance as they focus on career awareness, exploration, and leisure time pursuits.

PROPOSED INTEGRATED PROGRAM: Career education is infused in the elementary guidance program to highlight some of the distinguishing features of elementary guidance. It is proposed that selected goals and strategies will aid in the development of additional units which may be included in the present course. Suggested infusion could be made through the illustration of various guidance techniques, such as counseling and use of case studies. The goals and strategies identified below focus on interpersonal skills, infusion of career education goals in a local school program, development of career education instruction, and evaluation of programs.

Goals: G-1 through 3, G-5 through 7, G-12, G-15, G-17, G-18, G-20, G-26, G-34, G-52, G-59, G-64, G-75, G-79, G-89, G-99.

Strategies: S-1d,e; S-5a; S-6b; S-7a; S-12a; S-14b; S-17b; S-18b; S-20h; S-26a; S-34c; S-52b; S-59a; S-64c; S-75b; S-79a.

INSTITUTION: Emporia Kansas State College
ADDRESS: 1620 Rural Street, Emporia, Kansas 66801
CONTACT PERSON(S): Gerry Dorathy, Associate Professor of Education
Phil Wertz, Assistant Professor of Education

EXISTING PROGRAM: This institution presently offers programs for the training of elementary teachers and guidance counselors. Faculty have developed Competency-Based Teacher Education (CBTE) modules which have proved to be very successful in these programs. Career-related concepts have been included in existing courses and the college has a wealth of materials.

PROPOSED INTEGRATED PROGRAM: The respondent, who is preparing to teach career education components for the first time, has selected from this document a number of goals and strategies appropriate for integration into the existing course. Many of the goals focus on definitions of career development concepts, principles and goals of career education, content sources for career information, and employment trends. Others deal with self awareness, the relationship between child development concepts and career development concepts, and planning for infusion of career education into a school curriculum. Still others are intended for the development of assessment and evaluation techniques. A complete list of goals and strategies selected is given below.

Goals: G-2 through 4, G-6, G-9, G-11, G-14, G-17, G-23, G-25, G-26, G-28, G-34, G-43, G-52, G-54, G-56, G-59, G-61, G-73, G-83, G-91, G-92, G-104.

Strategies: S-2a,b,c; S-3a,b; S-4b; S-6a,b; S-9c; S-11a; S-17b; S-23a; S-25a,b; S-26c; S-28a,c; S-34a,b; S-43c; S-52b; S-54a; S-56b; S-59b; S-61b; S-73b; S-79a; S-83a; S-91a; S-92a; S-104a.

INSTITUTION: Kansas State University
ADDRESS: Manhattan, Kansas 66506
CONTACT PERSON: Herbert Kaiser, Component Head, Guidance and Counseling

EXISTING PROGRAM: At Kansas State University in the guidance and counseling program, one graduate course in particular is seen as an appropriate place to infuse career education. The existing course, "Principles and Practice of Guidance," draws attention to several areas of guidance--guidance principles and philosophy; appraisal service; career information service; counseling service; planning, placement, and follow-up service; coordination of services; consultation in services; referrals and resources; evaluation of service; laws, accreditation, certification; professional organizations; and commitment.

PROPOSED INTEGRATED PROGRAM: The goals from this document selected for infusion into the course include goals G-1 and 4 focusing on career information; goals G-24 and 31 relating to career development; and goal G-47 developing leadership skills in career education curriculum development. A complete list of goals and strategies is shown in the table below.

Goals: G-1, G-4, G-24, G-31, G-47.
Strategies: S-1e; S-4c; S-24c; S-31a.

INSTITUTION: University of Portland
ADDRESS: 5000 North Willamette Boulevard, Portland, Oregon 97203
CONTACT PERSON: Marleen Pickens, Guidance and Counseling

EXISTING PROGRAM: At present this institution offers an undergraduate course entitled "Guidance for Elementary Teachers" (grades K-8) which uses curriculum and career education concepts as a vehicle to teach decision-making skills and strategies including value clarification. At the graduate level the course "Classroom Management" (grades K-12) stresses the career education concept "education with a purpose," incorporating curriculum with total lifestyle roles to relate what happens in the classroom to the needs, interests, attitudes, values, and abilities of the student as he functions in the total community. In addition, the university presently offers summer in-service workshops in career education for teachers (grades K-14).

PROPOSED INTEGRATED PROGRAM: This respondent sees all the goals and strategies listed in this document as applicable to the university's in-service career education workshops. In addition, three specific goals are identified as useful for incorporation into the graduate course "Classroom Management." Each student in the course participates in the "Search" program which consists of a battery of tests (interest inventory, aptitude tests, and the like) developed by the Oregon Department of Labor. Goals G-58, 92, and 97 and their related strategies are utilized in the course in conjunction with the computer printout of test results. Class activities involve relating the personal information learned through this extensive assessment to the curriculum taught at different grade levels. In "Guidance for Elementary Teachers," students through activities and assessment develop decision-making skills and learn how to clarify values so that better self-understanding is achieved. Career education goals related to curriculum development and evaluation techniques have been identified as relevant to course objectives. A complete list of goals and strategies selected is in table form below.

Goals: G-30, G-33, G-38, G-53, G-57 through 59, G-61, G-64, G-66, G-67, G-77, G-92, G-97, G-98, G-103, G-105.
Strategies: S-30b; S-33a,b; S-38a,b,c,f; S-53a; S-57b; S-58b; S-59a,b,c; S-61a,b; S-64a,b,c; S-66a,b,c; S-67a,b,c; S-77a,b; S-92a,b,c; S-98c; S-103c; S-105a,b,c.

Field Experiences

INSTITUTION: University of Colorado
ADDRESS: Boulder, Colorado 80302
CONTACT PERSON(S): Daryl L. Sander, Professor of Counselor Education
Pauline Parish, Director of Career Development and Placement

EXISTING PROGRAM: The university offers a graduate degree program (masters level) in counselor training. One area of the program focuses on field experiences in guidance and counseling wherein trainees are exposed to on-the-job training. Initial field experiences are provided about mid-way through the degree program.

PROPOSED INTEGRATED PROGRAM: The respondents suggest that selected goals and strategies be considered for infusion into the field experience area of the guidance and counseling program. Activities in this area include (1)orientation to the work of counselors/student personnel specialists; (2)on-the-job development of those skills utilized by specialists for testing, decision making, accessing information, planning, and the like; (3)self assessment; and (4)understanding the relationship of the counselor role to the total career education program. Goals selected relate to career information, curriculum development, methods, and evaluation. The following is a list of selected goals and strategies.

Goals: G-1, G-2, G-11, G-61, G-74, G-78, G-84.

Strategies: S-1a,e; S-11b; S-61a,b; S-74b; S-78b; S-84c.

SECONDARY EDUCATION

Programs

INSTITUTION: University of Colorado
ADDRESS: School of Education, Denver, Colorado 80202
CONTACT PERSON: Bob Marzano, Professor of Education

EXISTING PROGRAM: Courses identified in the existing secondary education program for the purpose of integrating career education include "Psychology and Social Foundations of Education," "Tutorial Experience," "Use of City as a Cultural Laboratory," methods courses, "Student Teaching," and "Differential Staffing." The city of Denver is viewed as a cultural laboratory providing educational resources for the secondary education program.

PROPOSED INTEGRATED PROGRAM: The respondent suggests that selected goals and strategies from this document be integrated into areas of the program mentioned above. For example, the goal focusing on the understanding of the historical, philosophical, sociological, and psychological foundations of career education concepts (goal G-19) is to be infused into the "Psychology and Social Foundations of Education" course; goal G-18 which deals with the implication of career education for the entire education of an individual is selected as appropriate for integration into the course "Tutorial Experiences." Understanding the relationships among education, careers, culture, and lifestyles as well as understanding the career development concepts and delineating the basic principles underlying career education--all these goals (1,3, and 4 are chosen as applicable to the area of "Use of City as a Cultural Laboratory"; students are provided an opportunity to identify and interact with educational resources in Denver. In addition to goals G-3 and 4 mentioned above, goals G-6 and 7 are also listed for use in methods courses; these goals G-6 and 7 emphasize the identification of major goals of career education and understanding the difference(s) between career education and career development. The respondent suggests that goals G-5,5, and 19 be incorporated into student teaching experiences. These goals deal with formulation of career education rationale and identification of information to be taught in the study of an occupation (goals G-5 and 7, respectively). The focus of goal G-19 is the same as previously stated. In the course area of "Differential Staffing," prospective teachers are provided school-based assignments other than teaching assignments. A complete list of goals and strategies selected for infusion into this program is found below.

Goals: G-1, G-3 through 7, G-9, G-18, G-19.

Strategies: S-1e; S-3a,b; S-4c; S-5a; S-6b; S-7b; S-9a; S-18b; S-19a,b,c; S-79a.

INSTITUTION: Oregon College of Education
ADDRESS: Monmouth, Oregon 97361
CONTACT PERSON: Roger Kershner, Director of Secondary Education

EXISTING PROGRAM: Oregon College of Education presently offers the "Secondary Block" course. The course exposes trainees to a variety of experiences which may assist them in deciding whether to pursue teacher education as a career. "Educational Psychology" and "Principles of Secondary Teaching," plus field experience are combined to form the "Secondary Block." Fourteen general objectives are included in the existing "Secondary Block," one of which emphasizes trainees' understanding of career education and its place in the educational program. A complete listing of requirements/objectives for completion of this course includes the following: objective 1 - an understanding of basic learning principles and their relationship to the instructional process; objective 2 - the ability to write appropriate general and specific behavioral objectives; objective 3 - the ability to classify behavioral objectives using Bloom's Taxonomy of Educational Objectives; objective 4 - the willingness and ability to use the above capabilities in planning for instruction; objective 5 - an understanding of the instructional cycle; objective 6 - an understanding of the facts, concepts, and principles that relate instructional objectives, measurement, and evaluation; objective 7 - the ability to construct appropriate written items and observational techniques for given objectives of an instructional unit; objective 8 - the ability to use appropriate strategies in interaction with students, to bring about desired learning outcomes--(one-to-one, small groups, conventionally sized groups); objective 9 - the ability to analyze teaching behavior; objective 10 - an understanding of responsible student behavior and how to develop it in students; objective 11 - an understanding of agencies and groups that support the instructional program and assist teachers in doing their jobs in the classroom; objective 12 - an understanding of career education and its place in the educational program; objective 13 - an understanding and appreciation of minority groups in American society; and objective 14 - the dynamics of staff relationships and teachers' legal rights and responsibilities.

Trainees enrolled in the block course attend a class the equivalent of three half days a week at Sprague High School; they attend the college class for 1 1/2 hours five days a week. The course totals eleven to thirteen quarter hours.

PROPOSED INTEGRATED PROGRAM: The representative from the Oregon College of Education poses that a number of the existing objectives for the "Secondary Block" course be given more meaning and relevancy by revising the objectives based on selected career education goals and strategies. It is recognized, however, that some objectives included in the course already relate directly to goals in this document. For example, objective 12, which focuses on understanding career education and its place in the educational program, relates directly to goals G-2,3,4,11, and 28 which emphasize understanding and defining career education and career development concepts, understanding the world of work, and the like. Goals G-23,38,71, and 74 deal with the development of human relations skills and group counseling techniques; understanding how varied segments of the society/community may be involved in implementing career education experiences; understanding equality concepts and race and sex stereotyping trends; as well as the need and ability to develop special activities for interest groups, such as minorities, disadvantaged, handicapped, gifted, and the like. Block objective 13 which stresses an understanding and appreciation of minority groups in American society delivers in part on these goals G-23,38,71, and 74.

The respondent also suggests similar relationships between goals in this document and objectives in the "Secondary Block" course as follows: (1)objectives 2 and 3 relate to goals which emphasize trainees' ability to develop career education objectives in the cognitive, affective, and psychomotor domains and to design/implement career-related valuing experiences (goals G-53 and 64); and (2)objective 8 of the course provides experiences wherein trainees utilize appropriate strategies in interactions with students to bring about designed learning outcomes. This objective most nearly relates to goals G-54,55,75, and 77 which cover (1)the areas of reinforcement in career development experiences; (2)utilization of simulation, role playing, gaming, and other techniques in career-related experiences; (3)program/curriculum revision to specify career education goals and objectives across grade levels; and (4)development of learning activities which infuse career development concepts into appropriate levels of the curriculum. Goals addressing the development and use of community resource files and involvement of students and community in the design of career education instruction (goals G-56 and 79) relate to one of the major goals of Sprague High School, the location for trainees field experiences. Trainees also gain experiences in developing, scoring, and interpreting evaluation instruments for career education (goal G-89). The possibility of providing trainees in this course with experiences in implementing career-related learning activities which extend students (K-12) psychomotor skills (goal G-68) is presently being explored. It is hoped that experiences of this kind can be provided in a local community college. A complete listing of goals selected for infusion into the "Secondary Block" course follows.

Goals: G-2 through 4, G-11, G-20, G-22, G-28, G-38, G-53 through 56, G-64, G-68, G-71, G-74, G-75, G-77, G-79, G-89.

Strategies: None selected.

INSTITUTION: University of Washington
ADDRESS: Seattle, Washington 98195
CONTACT PERSON(S): Albot R. Baily, Professor of Education

EXISTING PROGRAM: Undergraduates preparing to teach industrial arts at the University of Washington take science and humanities courses, professional education courses, electives, and courses related to their major. Career education goals and strategies are being considered for integration into the area of methods and course construction.

PROPOSED INTEGRATED PROGRAM: In an effort to integrate career education into the existing teacher preparation program, preliminary actions are suggested: (1)to secure commitment from the policy-making body (Board of Regents) to a career education program including financial support and allotment of time; (2)to acquire an adminstrator's dedication to the program and willingness to carry out policy; (3)to prepare staff through an in-service approach; (4)to acquire community involvement; and (5)to initiate an evaluation program. The goals selected for infusion into the teacher preparation program focus on the areas of career information and development, resources, evaluation, and curriculum development; both goals and strategies selected from this document are listed in the table below.

Goals: G-2 through 4, G-6, G-11, G-14, G-15, G-18, G-19, G-25, G-28, G-29, G-32, G-34 through 36, G-40, G-43, G-46, G-50, G-51, G-60, G-61, G-66, G-67, G-74, G-83 through 85, G-90, G-92, G-94, G-104.

Strategies: S-2a,c; S-3a; S-4d; S-6b; S-11a; S-14a,c; S-15b; S-16b; S-18c; S-19a; S-25b; S-28c; S-29b; S-32b; S-34a; S-35a,c; S-36d; S-40a; S-43e; S-46a; S-51d; S-60a; S-61a; S-66a; S-67c; S-74a; S-79a; S-83c; S-84b; S-85b; S-90a; S-92b; S-94b; S-104a,b.

Courses

INSTITUTION: University of Kansas
ADDRESS: Lawrence, Kansas 66044
CONTACT PERSON: Gary M. Clark, Department of Special Education

EXISTING PROGRAM: This institution is working on the development of a career education course for secondary educators in a continuing and preservice education status. The development of this course is in response to requests from local school districts and the stated needs of teachers in the field. Although the course is designed to be appropriate for undergraduates in secondary education, it is anticipated that most of those enrolling will be full-time teachers.

PROPOSED INTEGRATED PROGRAM: The respondent suggests a two to three credit-hour course which will meet once a week and be offered at a time convenient to full-time teachers. Specific plans for behavioral objectives, learning activities, and evaluation procedures are to be planned and specified by an interdepartmental committee. To provide an interdepartmental perspective, it is being recommended that the course be taught with a team teaching approach. The goals and strategies identified below focus on relationships, definitions, development, and rationale of career education; the infusion of career education goals in a local school program; and development of career education instruction.

Goals: G-1 through 6, G-10, G-11, G-25, G-28, G-33, G-54 through 58, G-78.

Strategies: S-1b,e; S-2a; S-4b; S-5a; S-6a,b; S-10a; S-11a; S-25c; S-28a; S-33a; S-54a,b; S-78b.

INSTITUTION: University of Colorado
ADDRESS: Boulder, Colorado 80301
CONTACT PERSON: Bob L. Taylor, Professor of Education

EXISTING PROGRAM: The undergraduate secondary education teacher preparation program offers the following courses: "Social Foundations of Education," "Educational Psychology," "Principles and Methods of Secondary Education," "Special Methods," and "Student Teaching and Directed Field Experiences." Four packets are presently included as part of the training experiences in the course "Principles and Methods of Secondary Education"; namely, "High School Students Speak Out," "Behavioral Objectives," "Lesson and Unit Planning," and "Audiovisual Instructional Aids." Other packets are available as options.

PROPOSED INTEGRATED PROGRAM: The main thrust at the undergraduate level is to incorporate a career education packet into the "Principles and Methods of Secondary Education" course. Career education topics to be addressed in the packet include understanding and definition, intent, expectations (awareness, exploration, preparation), and alternatives for implementation of career education. Goals and strategies identified as appropriate for infusion into the course, via the career education packet, focus on relationships and definitions of career education and career development concepts; principles, goals, and rationales of career education; employment procedures; accessing occupational information; the implications of career education for all education; development of interpersonal skills and human relations needed for group activities related to career education; worker alienation; decision-making and problem-solving skills; identification and use of career-related resources; varied reinforcement techniques; "hands-on" experiences; development and implementation of varied career-related instructional experiences; and the like. Specific goals and strategies selected from this document for use in the course are listed below.

Goals: G-1 through 6, G-11, G-13, G-15 through 18, G-20 through 23, G-26, G-30, G-33, G-55, G-60, G-61, G-62, G-66, G-67, G-69, G-73, G-75.

Strategies: S-1b,c,d,e; S-2a,b; S-3a,b; S-4a,d; S-5a,b; S-6a,b; S-11a,b,c; S-13a,b; S-14a,b,c; S-15b,c; S-16a,b; S-17a; S-18b; S-20a,b,c,e,f,h; S-21a,b,d; S-22a,b; S-26a,b; S-30a,b,c; S-33a,b; S-55a,c,d,e; S-60a,b,c; S-61a,b; S-62a,b,c; S-66a,b,c; S-67a,b,c; S-69a,b,c; S-73a,b; S-75a,b,c; S-79a.

INSTITUTION: Pace University
ADDRESS: Pace Plaza, New York, New York 10038
CONTACT PERSON: B. Richard Rancourt, Assistant Professor

EXISTING PROGRAM: Included in the preparation program for secondary teachers at Pace University is a course entitled "Principles and Practices of Secondary Education." The general objective of the course is to develop in the student an attitude toward education which is receptive to change. In the area of curriculum development, (covering content of courses, methods of teaching, models, etc.), emphasis is placed on new approaches, such as independent study, individualized instruction, performance contracting, interdisciplinary studies, and the like. Making education relevant in terms of its generating subsequent experiences continuous with present life experiences is also stressed. Since many of the students at Pace are part-time and are already working in various occupations, the need is seen to revise current programs or design new ones in order to insure that education is not confined to the academy, but is also functional, enriching, and a life experience in itself.

PROPOSED INTEGRATED PROGRAM: The "Principles and Practices of Secondary Education" course is chosen for integration of career education goals and strategies at this time. The respondent (and also instructor of this course) suggests addressing career education in very general terms, focusing on the personal, psychological, sociological, and cultural inputs which enable students to better understand themselves, the occupations available to them and to others, and the occupations available to past generations (goal G-18). Exposing students to a variety of community experiences to develop understanding of how they may reinforce the school's role is another concern (goal G-17). The need for an in-depth study of the historical/philosophical foundations of career education or extensive review of career education literature is not viewed as a priority in this course; instead, the concern is with exposure to "ideas," leaving more detailed structure to an entire course on career education. Other goals and strategies selected focus primarily on occupational/career information, self/career awareness and career development concepts, utilization of community resources, reinforcement techniques, and evaluation. The complete list of goals and strategies is listed below.

Goals: G-1, G-3 through 5, G-7, G-12, G-17, G-18, G-22, G-23, G-28, G-29, G-33, G-38, G-52, G-55, G-57, G-63, G-73, G-75, G-80, G-81, G-82, G-84, G-104.

Strategies: S-1b,c,d,e; S-3a; S-4b,c,d; S-5a; S-7a,c; S-12a,b; S-17c,d; S-18c; S-22a,b,c; S-23a,b; S-28c; S-29c,d; S-33b; S-38d; S-52a; S-55c; S-57a,b,c; S-63a; S-73a,b,c; S-75c; S-80c; S-81a; S-82a, S-84a; S-104a,c.

INSTITUTION: Southern Colorado State College
ADDRESS: 2200 Bon Forte Boulevard, Pueblo, Colorado 81001
CONTACT PERSON(S): Jean Whitmer, Assistant Professor of Education
Charles Hostetler, Professor of Education
Charles Tedrow, Industrial Education

EXISTING PROGRAM: Students in training as secondary teachers take a course in "Middle/Junior High School Education." This course is being recommended as one in which to integrate career education goals and strategies.

PROPOSED INTEGRATED PROGRAM: Most of the goals selected from this document refer to the areas of career information and career development. Teachers in training are to examine materials and develop unit outlines that extend the knowledge of high school students about the world of work. Student teachers are (1)to develop definitions of career education and a list of community resources, and (2)to research what is the influence of work trends, lifestyles, and culture on career opportunities. Finally, student teachers are to develop an instructional support system underlying a career education unit. The goals and strategies chosen for infusion by respondents from this college appear below.

Goals: G-1 through 4, G-6 through 9, G-11 through 13, G-25, G-26.

Strategies: S-1c,d; S-2a,b; S-3a,b; S-4d; S-6b; S-8a,c; S-9b,c; S-25b; S-26b; S-79a.

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INSTITUTION: Western Washington State College
ADDRESS: Bellingham, Washington 98225
CONTACT PERSON: Donald E. Moon, Department of Technology

EXISTING PROGRAM: The present industrial arts teacher education program offered by this institution includes (1)general education courses; (2)broad-based, lower division elective courses in technology; (3)more specific upper division courses in technology with concentration in graphic communication technology, materials and processes technologies, power and electrical technologies, and professional technology; (4)elective courses in upper division technology and cooperative work study; and (5)professional education courses. According to the respondent, career education concepts are currently being included in "The Teaching of Industrial Arts" course. Elective options in teacher education at the elementary level include the following courses: (1)"Industrial Arts in the Elementary School Program"; (2)"Career Education for the Elementary Teacher"; and (3)"Directed Research in Career Education." Service and in-service elective courses at the secondary level include (1)"Workshop in Career Education: Operation Guidance"; and (2)"Career Education Concepts," a course taught basically for administrators, counselors, secondary and elementary personnel.

PROPOSED INTEGRATED PROGRAM: Some traditional courses and some courses specific to career education are identified for infusion of career education; namely, "Industrial Arts in the Elementary School Program," "Career Education for the Elementary Teacher," "Directed Research in Career Education," "Workshops in Career Education: Operation Guidance," and "Career Education Concepts." The ideas shared herein represent the opinion of the respondent only who also teaches these courses. A goal to be accomplished through total involvement in career education is suggested; several strategies to deliver on the goal are also mentioned. The goal is to encourage each teacher (in K-12 schools and in institutions of higher education) to demonstrate, through application and example, how his/her course(s) relate to education, careers, culture, home, family, and lifestyles. One strategy proposed for accomplishing this goal is that of securing total commitment to the infusion of career education at the state and local levels (i.e., councils of higher education, public school administrators, teachers, principals, and the like). Additional strategies at the college/university level include (1)requiring instructors to list the career implications of each course taught and the relationship(s) of each course to the lives of the students; (2)designing/implementing workshops and in-service courses that prepare college personnel in career education; (3)involving students in program development (i.e., relating student needs to projected faculty training programs); (4)ascertaining from public school personnel their perceptions of the future needs of career education teacher trainees; and (5)providing career education orientation to all college professors. Although the respondent has not selected goals and strategies from this document which might be appropriate for specific courses mentioned in the program, the following goals relating to career information, career development, implementation of career education, and curriculum development appear to support the approach espoused by the respondent (goals G-1,11,12,18,19,38,39,46,57, and 63).

Goals: None selected.
Strategies: None selected.

INSTITUTION: Portland State University
ADDRESS: P.O. Box 751, Portland, Oregon 97207
CONTACT PERSON: Allen Lee, Professor of Career Education

EXISTING PROGRAM: Preparation of education personnel at the graduate and undergraduate levels embraces the areas of elementary and secondary education, community college, guidance and counseling, special education, and school administration. The programs are in the process of being infused with career education goals.

PROPOSED INTEGRATED PROGRAMS: Revision of the curriculum is to include preparation of personnel for responsibility in career education in grades K-14.

Important to the establishment of programs integrating career education is reaching of agreement among faculty regarding (1)tne nature of career education at various grade levels; (2)desirable student outcomes for each grade level; (3)courses to be infused with career education concepts; (4)elimination of some course content; (5)addition of some discrete career education courses; (6)identification (and organization) of a body of content or knowledge; (7)decisions to be made about which courses are to be infused and what body of content is to be taught; (8)who of the university staff is responsible for the decisions; (9)the need for career education staff development of university personnel in general; and (10)the need for that staff development to be a "learning-by-doing" process utilizing state department personnel and local school consultants. The respondent suggests that the body of knowledge or content in career education should include career awareness to self and to various life roles, but focusing on the producer; career exploration with a focus at grades 7 through 10; career preparation emphasizing grades 11 through adult life; career guidance; identification and utilization of community resources in and outside of school; identification of a taxonomy and cluster characteristics of the cluster approach; projected manpower needs; career education for special education; and preparation of school administrators. Furthermore, it is suggested that teachers develop materials, plans, and teaching-learning experiences for classroom use. Present and future teachers should identify/specify student desired outcomes; they should also develop specific teacher competencies needed to develop materials and plans for teaching-learning activities.

The faculty is involved in a three-pronged approach for implementing career education; namely, (1)initiating university staff development, (2)strengthening and clarifying teacher certification requirements and personnel development program, and (3) beginning infusion of career education goals into existing teacher education programs. The process suggested for infusing career education into personnel training and retraining programs includes assembling, selecting, and adapting bodies of knowledge; outlining content of existing training and retraining courses; identifying career education content in those courses outlined; deciding what career education content should be added to or eliminated from existing courses; and developing whatever discrete career education courses are needed. University staff should then implement the revised courses and any new discrete courses developed. Provisions are also made for monitoring, evaluating, and periodically refining these courses. The preceding is viewed as compatible with and relevant to the goals and alternative strategies of this document. Further, this resource document is perceived as the "meat which should logically be added to the skeleton or framework described herein." A sample of goals and alternative strategies are selected to illustrate infusion of career education into a specific course entitled "Career Education and the World of Work." The goals and strategies selected focus primarily on career information and career development. In the table below are listed goals and strategies chosen for infusion into this course; trainees have the opportunity to select from strategies listed.

Goals: G-1 through 7, G-11, G-13 through 22, G-24, G-25, G-28, G-29, G-33, G-36, G-38, G-41, G-47, G-52 through 55, G-57, G-60, G-73, G-74, G-77 through 80, G-83, G-104.

Strategies: S-1a,b,c,d,e; S-2a,b,c; S-3a,b,c; S-4b,c,d; S-5a,b,c; S-6a,b,c; S-7a,b,c,d,e; S-11a,b,c; S-13a,b,c,d; S-14a,b,c; S-15a,b,c; S-16a,b,c; S-17a,b,c,d,e; S-18a,b,c; S-19a,b,c; S-20a,b,c,d,e,f,g,h; S-21a,b,c,d; S-22a,b,c; S-24a,b,c,d,e,f,g,h; S-25a,b,c; S-28a,b,c,d; S-29a,b,c; S-33a,b; S-36a,b,c,d,e; S-38a,b,c,d,e,f; S-41a,b,c,d; S-47a,b,c,d,e,f; S-52a,b; S-53a,b,c; S-54a,b,c; S-55a,b,c,d; S-57a,b,c; S-60a,b,c; S-73a,b,c; S-74a,b; S-77a,b; S-78a,b; S-79a,b; S-80a,b,c; S-83a,b,c,d; S-104a,b,c.

INSTITUTION: Metropolitan State College
ADDRESS: 250 West 14th Avenue, Denver, Colorado 80204
CONTACT PERSON: M.D. Spurlin, Dean of Education

EXISTING PROGRAM: At present, Metropolitan State College is restructuring the curriculum as appropriate for a modified semester system. The early childhood, elementary, and secondary education programs are being revised accordingly. Designated personnel have developed a sequence felt to be essential in the preparation of candidates for the particular program areas mentioned. Emphasis in these areas is placed on the urban school and the preparation of teachers for that environment. Experiences with children are considered essential early in the programs and are provided throughout the candidates' preparation.

PROPOSED INTEGRATED PROGRAM: The thrust of the college at this time is to develop a new core common to preservice teacher preparation in the areas of childhood, elementary, and secondary education. Opportunities are to be provided for prospective teachers to be exposed to career education concepts/experiences prior to teaching or providing these experiences for students. An approach suggested for involving prospective teachers in career education is one of providing educationally-related job experiences for candidates as early as their freshman year. Formalized or classroom activities/experiences are to parallel field experiences so that students develop more than observation skills with no direction or purpose. In addition, students are encouraged to explore a variety of occupations/careers in related fields so as to enhance their own career growth and development. Planning of the core program for childhood, elementary, and secondary education is still in the early stages of development; therefore, goals and strategies which may be applicable are not identified at this time. This document is to serve, however, as a resource for ideas as planning continues.

Goals: None selected.

Strategies: None selected.

INSTITUTION: University of Montevallo
ADDRESS: Montevallo, Alabama 35115
CONTACT PERSON: None Given

EXISTING PROGRAM: The program for preparation of teachers (K-12) in data processing at Montevallo is in the process of being developed. Underlying its development is the assumption that teachers in training should be exposed to career education content. The infusion of career education concepts is evidenced in the following guidelines for an integrated teacher training program. (1)Provide a general definition of data processing as a vocational or professional field of work. (2)Show how the general definition of data processing has or has not changed over a period of time. (3)Present a valid case for the inclusion of data processing in various segments of business, science, and government. (4)List some of the shortcomings of data processing. (5)Show how a person can locate resource materials describing the various job classifications in data processing. (6)Show how a person can determine the skills needed to fill various job classifications. (7)Show what resource materials and procedures can be used to determine the salary ranges for the various job classifications. (8)Provide a plan and list of sources for general aptitude testing for data processing. (9)Provide a plan for student visitation of data processing installations. (10)Devise a curriculum that simulates "real world" data processing as closely as possible. (11)Devise a plan for student placement in a part-time data processing position. (12)Devise a plan for on-going interactive evaluation of the career education procedure involving students, teachers, and data processors. (13)Provide for permanent job placement after the student completes his/her formal education. (14)Devise a follow-up study of former students.

PROPOSED INTEGRATED PROGRAM: A table containing the goals and strategies selected from this document is included below. Note that of the twenty-five goals chosen, most are related to career information, career development, and evaluation.

Goals: G-1, G-2, G-5, G-13, G-16, G-22, G-25, G-28, G-29, G-36, G-39, G-43, G-51, G-55, G-66, G-69, G-77, G-78, G-80, G-83, G-89, G-92, G-94, G-103, G-104.
Strategies: S-1a; S-2a; S-5b; S-13b; S-15b; S-22a; S-25c; S-28a; S-29a,b; S-36b,d; S-39a; S-43a; S-51a; S-55a; S-66a; S-69a; S-77a; S-78a; S-80a; S-83b; S-89a; S-92a; S-94a; S-103a,c; S-104a.

INSTITUTION: Fort Hays Kansas State College
ADDRESS: Hays, Kansas 67601
CONTACT PERSON(S): Bill Powers, Coordinator of Elementary Education
Weldon Zenger, Professor
Ed Stehno, Coordinator of Administration
Don Bloss, Coordinator of Guidance and Counseling

EXISTING PROGRAM: No formal program for preparing teachers in training to deal with career education has been established; however, several members of the faculty have committed themselves to the principles of career education and an adjunct professor has conducted a class in career education at an off-campus site.

PROPOSED INTEGRATED PROGRAM: An approach for integrating career education into the teacher preparation program is being discussed at the committee level. The committee is recommending that appropriate goals and strategies from this document be selected for infusion into a variety of courses. Those goals that relate primarily to areas of career information, curriculum development, career education methods, child development, attitudes, and human relation skills are considered appropriate for infusion. Below in table form is a listing of tentative goals.

Goals: G-2, G-4, G-6, G-9 through 11, G-22, G-23, G-25, G-26, G-29, G-30, G-33, G-52 through 56, G-58, G-59.
Strategies: None selected.

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INSTITUTION: University of Portland
ADDRESS: 5000 North Willamette Boulevard, Portland, Oregon 97203
CONTACT PERSON(S): Ernest Hayes, Dean of Education
Harold Stauffer, Secondary Education

EXISTING PROGRAM: The present programs offered by this institution are (1)the traditional four-year undergraduate program in elementary education leading to the bachelor of arts degree, and (2)the complete secondary teaching program which is actually a five-year program. The university encourages secondary candidates to plan their programs to complete the basic certification requirements (four-year) in their baccalaureate program and the standard certification requirements (five-year) as part of a master's program. According to the catalogue for the School of Education, career education is treated specifically in only one course, "Career Education." This course is required of secondary candidates desiring to meet the requirements for the Standard Oregon Secondary Certificate; it is one of seven elective courses offered to elementary candidates who must choose three electives to qualify for the Oregon Standard Elementary Certificate.

PROPOSED INTEGRATED PROGRAM: Faculty respondents from this university do not specify which goals are considered appropriate for particular courses offered nor the strategies by which the goals may be attained. Instead, it is suggested that career education be infused into varied career-related content and extensive experiences planned by faculty for the career development of students. Numerous goals and strategies chosen from this document are to be infused into each course in the general core, into the professional undergraduate and graduate courses, as well as more specifically into the career education course now required for standard certification of Oregon teachers. Some of the selected goals and strategies emphasize understanding career education and career development concepts, career information, program/curriculum planning and implementation, and assessment/evaluation. Below in table form is a listing of tentative goals and strategies.

Goals: G-1 through 4, G-6, G-9, G-11, G-13, G-15, G-18, G-21, G-22, G-24, G-28, G-29, G-32, G-33, G-36 through 38, G-41, G-43 through 46, G-52, G-54, G-55, G-59, G-63, G-70, G-73, G-81, G-89, G-95, G-97, G-98, G-103, G-104.
Strategies: S-1a,e; S-2a; S-3a; S-6c; S-9c; S-11a; S-13b; S-14b; S-18b,c; S-21d; S-22a,b; S-24c; S-28b; S-29b; S-32d; S-33a; S-36b,d,e; S-37d; S-38b,f; S-41c; S-43a,e; S-44a,d; S-45c; S-46a; S-52a; S-54a,c; S-55d; S-59c; S-63b,c; S-70c; S-73b; S-79a; S-81b; S-89b,c; S-95c; S-97c; S-98c; S-103a; S-104a.

INSTITUTION: Northern Michigan University
ADDRESS: Marquette, Michigan 49855
CONTACT PERSON: James R. Godell, School of Business

EXISTING PROGRAM: The undergraduate teacher education program at Northern Michigan University appears to have no extensive career education focus at the present time. The respondent does identify five courses which are considered appropriate for the infusion of career education. They are listed as follows: "Dimensions of American Education," "Human Growth and Development," "Seminar in Student Teaching," "Student Teaching," and "Methods of Teaching."

PROPOSED INTEGRATED PROGRAM: The above courses are those suggested for the integration of specific career education goals and strategies. The course in American education is appropriate for content on the background of career education, its definition, goals, and principles (see goals G-2,4,6,19). Discussions about growth and development can also differentiate between career development and career education, and relate child development to the world of work (refer to goals G-7,18,25,26,29). The courses "Seminar in Student Teaching" and "Student Teaching" focus on evaluation, methods and curriculum development concerns (goals G-17,23,24, 34,54,56,61,70,75,83,84,85,87,90,95,105). "Methods of Teaching" is a course for which goals G-10,28,52,55,57,60,62,66, and 67 could be infused. These goals refer to curriculum development for career education. Below are listed all career education goals and strategies selected from this document by the faculty respondent.

Goals: G-2, G-4, G-6, G-7, G-10, G-17, G-18, G-19, G-23 through 26, G-28, G-29, G-34, G-52, G-54 through 57, G-60 through 62, G-66, G-67, G-70, G-75, G-83 through 85, G-87, G-90, G-95, G-105.

Strategies: S-2a; S-4c; S-6c; S-7a; S-10b; S-17a; S-18b; S-19a; S-23a; S-24c; S-25a; S-26a; S-28a,b; S-29c; S-34a; S-52a,b; S-54a; S-55a,b,c; S-56a,b; S-57a,b; S-60a; S-61a,b; S-62a; S-66a; S-67a; S-70a; S-75a; S-83a; S-84a; S-85a; S-87a; S-90a; S-95a; S-105a.

INSTITUTION: Eastern Michigan University
ADDRESS: Ypsilanti, Michigan 48197
CONTACT PERSON(S): John Waidley, Coordinator, Career Education Cadre
Paul Kuwik, Department of Industrial Education
Juanita Garfield, Department of Curriculum and Instruction
Robert Ristau, Chairman, Department of Business and Business Education

EXISTING PROGRAM: Prospective undergraduate teachers at Eastern Michigan University are involved in a traditional teacher preparation program; however, two departments offer formal graduate courses in career education.

PROPOSED INTEGRATED PROGRAM: Goals and alternative strategies are selected from this document for infusion into the university's program for beginning teachers. The general focus of four goals selected for infusion is on (1) career education concepts; (2) self awareness and self-concept development; (3) decision making and planning strategies; and (4) career awareness theories, resources, and methods. Other goals stress occupational/career information; curriculum planning and implementation, assessment and evaluation, and the like. The following table provides a list of all goals and strategies selected for ideas to be incorporated into the university's program for beginning teachers.

Goals: G-1 through 3, G-6, G-7, G-9, G-17, G-19, G-20, G-22, G-23, G-25, G-26, G-28, G-30 through 32, G-36, G-38, G-41, G-44, G-45, G-49, G-53 through 55, G-57 through 60, G-62 through 64, G-66.

Strategies: S-1c,d; S-2a,b; S-6b; S-7b; S-9a; S-17a,b,c; S-19a; S-20a,b,d,f; S-22a; S-23a,b,c; S-25a,b,c; S-26a,b; S-28a; S-30a; S-31b,c; S-32c; S-36c; S-38b,c,d; S-41d; S-44b; S-49b,c; S-53a,b,c; S-54a,b,c; S-55a,b,c,d; S-57a,b,c; S-58a,b; S-59b,c; S-60b,c; S-62a,b,c; S-63a,b; S-64a,b; S-66a,b.

INSTITUTION(S): Oregon State University and Oregon Institute of Technology
ADDRESS: Corvallis, Oregon 97331 and Klamath Falls, Oregon 97601
CONTACT PERSON: None Given

EXISTING PROGRAM: The respondent describes that portion of the trades and industry teacher preparation program that is under the direct control and supervision of the Department of Industrial Education at Oregon State University. It consists of thirty-three quarter-hours of course work including "Foundations of Industrial Education," "Occupational Analysis," "Teaching Methods," "Organization and Methods of Administration," "Instructional Materials," "Safety," "Student Teaching," and a concurrent "Seminar in Student Teaching." Students entering the trades and industry program may choose to take the basic courses at Oregon Institute of Technology and then transfer to Oregon State University to complete the final courses which form the teacher preparation program.

PROPOSED INTEGRATED PROGRAM: Representatives of these institutions feel that it is important "to get every university teacher to relate course content/activities to education, careers, cultures, and lifestyles." The suggested approach to infusion of career education components into the trades and industry teacher preparation program represents opinions of the respondents and not necessarily those of Oregon State University and Oregon Institute of Technology. Increased administrative support of the career education thrust is favored at the state and local institutional levels. This effort requires adequate financial support to provide for staff, planning, in-service workshops, and the like. A higher education career education task force and an ad hoc committee are to be formed to deal with goals and strategies selected from this document. The respondents do not specifically designate any courses as career education courses; instead several alternative career education goals and strategies are proposed for integration into each existing course. The goals and strategies selected by a majority of the respondents are listed below.

Goals: G-1, G-2, G-6, G-26, G-28, G-47, G-51, G-59, G-63, G-65, G-67, G-69, G-73, G-78, G-80, G-92, G-101.

Strategies: S-1a,b,c,d,e; S-2a,b,c; S-6a,b,c; S-26a,b,c; S-28a,b,c; S-47a,b,c,d,e,g; S-51a,b,c,d; S-59a,b,c; S-63a,b; S-65a,b,c; S-67a,b; S-69a,b,c; S-73a,b,c; S-78a,b; S-80a,b,c; S-92b,c; S-101a,b,c.

INSTITUTION: University of California at Los Angeles
ADDRESS: Graduate School of Education, Moore Hall, Los Angeles, California 90024
CONTACT PERSON: Ralph Bregman

EXISTING PROGRAM: The vocational education leadership program at UCLA includes the following: principles of vocational education which set the basis for articulation, research, evaluation, and planning; seminars to examine critical issues (long-range) at all levels of education; administration and supervision; career education and career planning; and internships.

PROPOSED INTEGRATED PROGRAM: It is the suggestion of the respondent that goals be prioritized to assist persons in planning for long- and short-term staff development programs. Since objectives for each goal are not established at this point, the appropriateness of the strategies listed for use within the university setting is not confirmed. It is acknowledged, however, that if university personnel use or adopt the strategies, their students will be more likely to use said strategies in school settings (K-12). Some of the goals selected as appropriate for infusion into the vocational education leadership program focus on development of a rationale for integrating career education into existing curriculum; understanding career development concepts; understanding manpower needs, and job procedures and requirements; worker alienation; development of leadership skills and the ability to function in community liaison capacities; community involvement in planning and implementing career education; development of needs assessment and evaluation skills; student placement and follow-up; and the like. A complete list of goals suggested for infusion into this program follows.

Goals: G-1, G-3, G-8, G-12 through 19, G-21, G-24, G-28, G-31, G-32, G-34 through 36, G-46, G-49, G-51, G-58, G-69, G-71, G-79, G-80, G-96, G-100, G-101, G-103.

Strategies: None selected.

INSTITUTION: California State University at Long Beach
ADDRESS: Center for Career Studies, 6101 East 7th Street, Long Beach, California 90840
CONTACT PERSON(S): Norman Stanger, Director, Center for Career Studies
Jan Gehler, Coordinator of Master of Arts in Vocational Education Program

EXISTING PROGRAM: In the university's School of Education, School of Applied Arts, School of Business Administration, and School of Administration, separate courses are offered in career education; career education units are offered within existing courses or a thread/dimension of career education philosophy is provided within existing courses. Courses are for both preservice and in-service programs and are offered both on and off campus.

Specifically, the Master of Arts in Vocational Education is an external degree program. The curriculum includes core courses, such as "Manpower and Career Development," " Administration of Vocational Education Programs," "Management of Vocational Education Programs," "The Environments of Vocational Education/Career Education/Occupational Education," and "Research Methods in Vocational Education."

PROPOSED INTEGRATED PROGRAM: Career education is infused in the Master of Arts in Vocational Education Program by assessing existing competencies of required core courses in relation to career education goals and strategies and by integrating those goals and strategies most appropriate in each course. In addition, student syllabi are developed to reflect career education goals and strategies. With this approach the respondent indicates that all the goals and strategies are appropriate for infusion in the external degree program, (with the exception of goals G-13,16,21,25,26,30,33 and a few strategies not appropriate at the graduate level).

Goals: G-1 through 12, G-14, G-15, G-17 through 20, G-22 through 24, G-27 through 29, G-31, G-32, G-34 through 105.

Strategies: "Correlated strategies (with a few exceptions which were not appropriate at the graduate level) could be utilized in the Master of Arts in Vocational Education-External Degree Program."

INSTITUTION: Eastern Washington State College
ADDRESS: Cheney, Washington
CONTACT PERSON(S): Glen O. Fuglsby, Professor and Department Chairman, Industrial Education and Technology
R. Dean Gaudette, Dean of Education

EXISTING PROGRAM: The present programs offered by this institution include a four-year undergraduate program and a graduate program in the area of industrial education and technology. During the early stages of the development of the existing program, "special courses" infusing career education were introduced, and later a college-wide career education program was implemented that includes community involvement. This institution is currently conducting a workshop for methods teachers to develop a strategy to infuse career education concepts into methods courses. In support of the career education movement and in response to a faculty task force study, the president of this institution has requested that all departments review total course offerings to determine the value of each course in meeting the vocational needs of students. The existing college plan, then, is to encourage every instructor to show the vocational value of each class.

PROPOSED INTEGRATED PROGRAM: Faculty respondents from this institution do not specify which goals and strategies are to be included to infuse career education concepts into specific courses or into the general core of courses. Instead, an outline is presented that includes the following strategies for infusion of career education: (1)secure financial commitment at the state and college level; (2)request from each faculty member an initial statement concerning his/her perception of the effect of his/her course on the lives of students; (3)develop a method to ascertain if the perceived effect is as it should be (this strategy may demand that the faculty member spend time in the non-teaching world of work); and (4)selection or development of career education goals and strategies for actual classroom implementation. The respondent notes that this document can be used as a resource for the selection of goals and strategies although no specific items have been identified.

Goals: None selected.

Strategies: None selected.

INSTITUTION: University of California at Los Angeles
ADDRESS: 123 Moore Hall, Los Angeles, California 90024
CONTACT PERSON(S): Tom Dean, Trade and Technical Teacher Education

EXISTING PROGRAM: The existing trade and technical teacher education program offered by this institution is essentially an in-service program in which teachers are issued a partial fulfillment credential. The existing program curriculum is based on California Trade and Technical Teacher Certification requirements. In order to receive a credential in this area, two initial requirements are necessary; namely, a high school diploma and work experience in the specific trade/area to be taught and credentialed. Twelve semester units are also included in the teacher education requirement; the units cover the areas of (1) instructional methods in vocational education; (2)organization and management of vocational instruction; (3)occupational tests and measurement; (4)principles and practices in vocational education; (5)vocational education curriculum development; and (6) cooperative and apprentice education.

PROPOSED INTEGRATED PROGRAM: Goals and strategies listed in this document have been reviewed and evaluated in terms of their applicability for infusion into the trade and technical teacher education program. Goals were not identified as being specific to any particular course(s) within the program. The respondent did suggest, however, that strategies be written to change the existing attitudes of teacher educators toward infusion of career education concepts. Those goals which were selected focus primarily on occupational/career information, understanding career education and career development concepts, utilization of career-related resources, curriculum development and implementation, assessment, and evaluation. A list of goals is found in table form below.

Goals: G-1 through 4, G-6, G-9 through 12, G-15 through 18, G-20 through 23, G-29, G-30, G-33, G-38, G-51 through 69, G-71 through 84, G-86, G-90 through 95, G-97 through 103, G-105.
Strategies: None selected

Courses

INSTITUTION: Ferris State College
ADDRESS: School of Education, Big Rapids, Michigan 49307
CONTACT PERSON: Richard Warner, Professor of Education

EXISTING PROGRAM: Presently professional education courses and student teaching are being revised. This revision is being conducted by the curriculum committee of the School of Education and the Competency-Based Teacher Education (CBTE) committee. With the support of the administration and the involvement of both committees, various career education concepts and objectives are to be infused into the present class syllabi.

PROPOSED INTEGRATED PROGRAM: A new course in the occupational teacher education program is to be instituted and required of all undergraduates. The basic philosophy is to utilize the Michigan Career Education Model and its various concepts. With the School of Education developing a CBTE program, it is assumed that a competency-based career education course must be developed to fulfill the requirement dictated by the Michigan Career Education Model. This course entitled "Career Development Concepts," includes topics addressing self awareness and exploration, career awareness and exploration, decision making and planning, and placement. The goals and strategies identified below focus on relationships in career education, school-community understanding and support, career education curriculum development, and the development of self awareness experiences.

Goals: G-1 through 3, G-6, G-7, G-10, G-11, G-17, G-23, G-27, G-30, G-34, G-35, G-43, G-47, G-52, G-53, G-55, G-59, G-61, G-62, G-75, G-82, G-91, G-92, G-94, G-95, G-104.

Strategies: S-1c,d; S-2a; S-3a,c; S-6a,b; S-7a,b; S-10a; S-11a; S-17a,b; S-23a; S-27a; S-30c; S-34a,b; S-35c; S-43a; S-52a,b; S-53b; S-55c; S-59c; S-61a; S-62c; S-75a; S-82a; S-91a; S-92b; S-94b; S-95c; S-104a.

MISCELLANEOUS UNIVERSITY CAREER EDUCATION APPLICATIONS

A State Plan

AGENCY: State of Colorado
ADDRESS: Denver, Colorado
CONTACT PERSON(S): Keith Asplin, Director of Academic Affairs, Colorado Commission on Higher Education, 1004 State Social Services, Denver, Colorado
Arvin C. Blome, State Coordinator for Career Education, State Office Building, Denver, Colorado 80203

EXISTING PROGRAM: A state plan exists in Colorado for career education; however, in it no differentiation is made between career education curricula for teacher education trainees' personal growth and those curricula which prepare trainees to teach career education. The respondent notes that students in Colorado seem to enter post-secondary institutions with only vague ideas about their career choices. Consequently, it recommends that post-secondary institutions be formally delegated to plan for the career education implications of their instructional programs.

PROPOSED INTEGRATED PROGRAM: Two objectives for the state plan are being proposed by respondents: (1)to get institutional commitment to the career education philosophy, and (2)to request that institutional catalogues and brochures reflect the philosophy of career education. In an effort to accomplish these objectives two recommendations are suggested: (1)include on a state task force an individual designated from each institution in the state to work cooperatively to "flesh out" the state plan for career education, especially as it applies to higher education; and (2)request the governing boards of each institution to demonstrate how the state's commitment to career education is being expressed in their programs and publications.

A future strategy (at the state level) to involve post-secondary institutions in career education is one of providing in-service training (workshops) for faculty, as called for in state legislation, HB 1346. The format for in-service training includes orientation and experiential opportunities for post-secondary faculty. Understanding career education concepts and identifying implementation strategies will be stressed. Faculty will engage in site visits to the community and schools (K-12) to observe what activities/experiences are being provided. The orientation phase of the training sessions will focus on goals included in this document. Simulations will also be a part of the in-service activities; a simulation on the "real world of work" is to create an awareness of the many community resources that prospective teachers should become aware of, as well as to provide world-of-work experiences that many instructors lack.

The in-servicing is expected to be a semester in length. Activities in the sessions are to be conducted/taught in such a way that participants can utilize some of the methods/techniques/strategies implemented in the training sessions to prepare prospective teachers. Goals and strategies selected as guidelines for involving post-secondary institutions in career education efforts include those relating to career information, career development, curriculum development, and evaluation. A complete listing of goals and strategies follows.

Goals: G-1, G-2, G-5, G-6, G-8, G-11, G-12, G-17, G-19, G-20, G-26 through 28, G-30, G-32, G-34, G-36 through 38, G-41, G-42, G-46 through 48, G-52 through 55, G-59, G-105.

Strategies: S-1e; S-2b; S-5a; S-6b; S-8a,b,c; S-11b; S-12b; S-17b,c; S-19c; S-20a; S-26a; S-27a,c; S-28a; S-30b; S-32a,b,c,d; S-34a; S-36a,b,c; S-37b; S-38a,b; S-41a; S-42c; S-46d,e; S-47b; S-48b,c; S-52a; S-53a,b; S-54a,b; S-59a,b; S-105a,b.

Career Planning/Placement and University-wide Efforts

INSTITUTION: Miles College
ADDRESS: Birmingham, Alabama 35208
CONTACT PERSON: Carlington McGlothan, Director of Placement

EXISTING PROGRAM: At present the career planning and placement program at Miles College consists of (a)career counseling, (b)a career library, (c)a workshop on career outlook, (d)job hunting, (e)a federal outlook program, (f)youth motivation programs, and (g)career development mini-seminar courses.

PROPOSED INTEGRATED PROGRAM: This respondent has chosen goals G-3 and 36 from this document as relevant to the institution's career planning and placement program. The former deals with the concepts of career awareness, exploration, and preparation, while the latter focuses on improvement of career placement services. In order to implement these goals, the staff at Miles needs to identify through follow-up studies with business and industry, alumni and others, resource persons who can assist faculty in bringing career awareness to the classroom. The follow-up data can make faculty and staff aware of career opportunities available in the area the college serves. It is hoped that implementation of selected goals will insure total involvement of the college in the area of career education.

Goals: G-3, G-36.
Strategies: S-3a; S-36b,c.

INSTITUTION: University of Alabama
ADDRESS: Tuscaloosa, Alabama 35486
CONTACT PERSON: Donald A. Casella

EXISTING PROGRAM: All career education is handled by individual departments through advisers and the Career Planning and Placement Office. Departments which are especially effective include Social Work, Business Health Sciences, Clinical Psychology, etc. A coordinated university-wide program is nonexistent at the present time. There are, however, numerous career-related activities, such as field placements, internships, out-of-class learning experiences, and the like.

PROPOSED INTEGRATED PROGRAM: Through the efforts of the Alabama Consortium for the Development of Higher Education (ACDHE), an ad hoc committee has been formed to represent persons from all areas of the university that offer career-related services; i.e., Career Placement and Planning, Cooperative Education, College of Education Counseling Services, and the Institute of Higher Education. Committee reports and recommendations have been sent to all university personnel who have been identified as interested in career education. Simultaneously, a staff member with prior experience in career education has solicited ideas from every person concerned with students and career-related efforts, then has pursued the writing of a proposal for career education. The major thrust of the proposed program is to provide career education counselors and advisers in each of the colleges of the university. A training program is provided for these career education advisers. Also included in this plan are workshops and seminars for the entire faculty; the development of a computer-based career information system; a student awareness program for women entitled "Women Emerging," and others. The respondent is concerned with increasing acceptance of the career education concept on this campus. To this end, lines of communication are developed among administrators, faculty, staff, and students. From this document are identified several goals to be infused into the university-wide effort. Selected goals which focus primarily on career information and career development concepts are listed below.

Goals: G-1, G-2, G-5, G-10, G-17, G-19, G-39, G-42, G-47.
Strategies: S-1a,d.

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INSTITUTION: Metropolitan State College
ADDRESS: Counseling, Testing and Career Exploration Center, 250 West 14th Avenue, Denver, Colorado 80206
CONTACT PERSON(S): Jerome G. Downing, Psychologist
John Venema, Career Counseling Specialist

EXISTING PROGRAM: The existing program offered by the Counseling, Testing and Career Exploration Center is for undergraduates. The program is not designed to provide prospective teachers with career exploration skills for use in teaching; however, it does provide knowledge and tools by which students may influence their own career development process.

Included in the program is a career exploration lecture package for faculty who influences students' interest in controlling their own career development process. Other experiences in the program introduce students to the career development process, permit students to become familiar with sources of career and personal information, sources of occupational information, and information about finding a job.

PROPOSED INTEGRATED PROGRAM: A revision in the existing program offered by the Center is being made to establish a credit course for students. The course is to incorporate all the elements of the experiences for students described above and to expand the practicum areas. Though the credit course is to focus primarily on an individual's career process, it is expected that teachers in training will acquire skills that can be applied to teaching career exploration concepts. Note below the table which lists the goals and strategies of this document that are to be infused into the credit course. Many of the goals selected focus on career information concepts.

Goals: G-1, G-3, G-10, G-13, G-14, G-16, G-29, G-30, G-40, G-44, G-61, G-67, G-77.
Strategies: S-1b,d; S-3a; S-10a; S-11a; S-13c; S-15b,c; S-40b,e; S-44c; S-61a; S-77b.

Career Workshops

INSTITUTION: Stillman College
ADDRESS: P.O. Box 1403, Tuscaloosa, Alabama 35401
CONTACT PERSON: Benjamin Winston, Director of Counseling

EXISTING PROGRAM: Stillman College currently sponsors several types of career workshops. These include (1) the annual National Business Association Workshop which informs students of various career options, job opportunities and requirements, and (2) periodic faculty-student workshops in which participants explore career options in each academic area. In addition, the Counseling and Career Information Services Office administers vocational interest inventories to students and provides opportunities for them to explore career interests and sources of pertinent information. Visitation to industrial firms by faculty/staff/student is encouraged to discover types of careers within the field and to explore entry-level requirements. Frequent opportunities are provided for students to engage in the career decision-making process.

PROPOSED INTEGRATED PROGRAM: This institution is studying curriculum offerings to determine areas where career components can feasibly be integrated. Numerous goals and strategies have been selected from this document for infusion. Some of these goals in the area of career information deal with concepts, such as career awareness, exploration and preparation, and the differentiation between career education and career development. Others focus on program planning for implementing career education, content sources for career information, characteristics associated with specific occupations, manpower needs, and employment procedures. Goals chosen from the area of career evaluation include those involving self-evaluation skills, the relationships between career education and education in general, and techniques for evaluating career-oriented curriculum and programs. A complete list of all goals and strategies chosen is included below.

Goals: G-3, G-7, G-8, G-11, G-13, G-14, G-16, G-91, G-104, G-105.

Strategies: S-3b,c; S-5b,c; S-7a,d; S-8b; S-11a,b,c; S-13b,c,d; S-15b; S-16a; S-91b; S-104a; S-105a,b,c.

INSTITUTION: Kansas State College
ADDRESS: Pittsburg, Kansas 66762
CONTACT PERSON: None Given

EXISTING PROGRAM: At present two courses (designed to aid educational personnel in understanding career education concepts and infusing the concepts into an existing curriculum) are offered at the graduate level. One of these courses deals with the following career education areas: overview of basic career education concepts; techniques in developing positive self-image; mechanics of decision-making process; application of decision-making process; awareness, exploration, preparation; placement; and career education implementation. The other course involves the infusion of career education concepts into the existing curriculum; the focus of this course is on orientation and review of career education concepts, field trip experiences, development of course-of-study outlines, evaluation, and follow-up.

PROPOSED INTEGRATED PROGRAM: The respondent suggests that a team approach consisting of public school career education specialists and college faculty be utilized in infusing career education. The infusion of career education is to be implemented through on-going in-service projects/workshops for college personnel and classroom teachers. Specifically, career education is to be implemented through (1)preprofessional application wherein career education concepts and their applicability to various academic disciplines is integrated into departmental methods classes, and (2)professional semester application wherein (a)a "Career Education Seminar" is provided for students who periodically return to the university campus and (b)an additional module encompassing the concepts of career education is included in the instructional phase of the professional semester. Some of the goals selected for further infusion of career education focus on identification of major goals of career education; student placement services; design of valuing experiences; assessment and evaluation; and the like. Specific goals and strategies are listed below.

Goals: G-2, G-3, G-6, G-35, G-44, G-48, G-49, G-52, G-54 through 56, G-64, G-67, G-70, G-74, G-79, G-80, G-83, G-86, G-89, G-92.

Strategies: S-2a; S-3a,b,c; S-6b; S-35a,b,d; S-44a,b,e; S-49a,b,c; S-52a,b; S-54a,b,c; S-55a,b,c; S-56a; S-64a,b,c; S-67a,b,c; S-70a; S-74b; S-79a,b; S-80a; S-83a,b; S-86a,c; S-89a; S-92b.

Incorporated Consortium

INSTITUTION(S): Alabama A & M University
Judson College
The University of Alabama
Huntingdon College
Miles College
University of Montevallo
Stillman College
Affiliate members:
Air University, Maxwell AFB
MMCS, Redstone Arsenal

ADDRESS: Alabama Consortium for the Development of Higher Education, Box 338, Demopolis, Alabama 36732

CONTACT PERSON: Marilyn Rogers, ACDHE, Career Education Coordinator

EXISTING PROGRAM: The Alabama Consortium for the Development of Higher Education (ACDHE), a cooperative of six diverse colleges and universities in the state, is organized to (1)share the resources and strengths of member institutions and (2)undertake selected activities that can be accomplished better collectively than individually. ACDHE is comprised of institutions large and small, public and private, black and white, rural and urban, religious and non-sectarian, and a college for women. This Consortium has been incorporated since 1971 and is governed by a board of directors comprised of the presidents of member institutions.

Among the thirty task forces organized within ACDHE to address the current needs of its membership is the Career Education Task Force, which has been established to address a critical shortage of career education programs and services at the higher education level. Career education activities in which ACDHE has engaged this year include (1)a workshop in career education concepts held for division chairmen and faculty members; (2)development of a career education brochure; (3)additional career education workshops; (4)organization of a Consortium career education committee; and (5)preparation of a career education proposal submitted to the U.S. Office of Education.

PROPOSED INTEGRATED PROGRAM: The ACDHE proposed career education program is divided into five interdependent components: (1) educational; (2)counseling; (3)material development; (4)informative and data collective; and (5)evaluating and assessment. The goals and objectives of the proposed program are (1)to demonstrate how career education concepts, methods, and techniques can be effectively integrated into the existing curriculum in institutions of higher education; (2)to implement a program of activities to train faculty and staff in conducting career education programs; (3)to provide career education services to the consortium institutions; and (4)to facilitate better working relationships between faculty and staff of the consortium member institutions and the community. The proposed program also provides for (1)the development of career education modules for pre- and in-service training of ACDHE faculty and staff; (2)the development of a career education resource library; (3)the establishment of a computerized career data system; and (4)an effective career counseling program through cooperative development with the Alabama State Department of Education.

The respondent has selected thirteen goals from this document; the goals are concerned with career information, career development, career education in general, curriculum development, and career education evaluation. Specific goals and strategies chosen for infusion are listed.

Goals: G-3, G-6, G-8, G-10, G-11, G-17, G-32, G-40, G-44, G-46, G-47, G-52, G-105.

Strategies: S-3a; S-6b,c; S-8b; S-10b; S-11b; S-17c; S-32b; S-40b,e; S-44b; S-52a; S-105b.

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SCHOOL DISTRICT: New York City Board of Education
ADDRESS: 131 Livingston Street, New York, New York 11201
CONTACT PERSON: Mary Gilmore

EXISTING PROGRAM: The Board of Education now offers (for undergraduate/graduate credit) an in-service course in career education entitled "Implementing Career Education (ICE)." This course is viewed as an introductory course which will be followed by the development and installation of additional courses of either a more sophisticated nature or addressing goals not touched upon in the present introductory course.

PROPOSED INTEGRATED PROGRAM: The respondent suggests the development of three additional courses utilizing appropriate goals and strategies from this document. These courses are (1)"Career Education and the Community," a course providing training for district administrators and career education resource staff; (2)"Leadership Roles in Career Education," providing experiences for district administrators, principals, supervisors, and central office personnel; and (3)"Career Education and the Guidance Counselor," offering training for guidance counselors and supervisors. These courses are to be approximately thirty hours in length (fifteen two-hour sessions).

Goals and alternative strategies are identified specifically for each course mentioned above. Goals G-1,2,3,4,7,9,10,11,17, 31,49 and selected strategies are identified for infusion into the course "Career Education and the Community." These goals focus on definitions, relationships, and career development concepts associated with career education; identification of occupational information; resources needed for accessing career information; cooperative efforts in implementing career education; roles and skills of liaison persons; and community involvement in teaching-learning experiences. The course "Leadership Roles in Career Education" provides experiences for students in (1)understanding definitions, principles, goals, and a rationale of career education; (2)planning and implementing career education; (3)development of interpersonal skills and the ability to work cooperatively in implementing career education; (4)conducting needs assessments; (5)identifying financial requirements and resources in career education; (6)community involvement in teaching-learning experiences; and the like. Goals relating to these kinds of experiences include goals G-2,4,5,6,8,17,20,27,32,34,37,39,40,42,43.

The course "Career Education and the Guidance Counselor," designed for guidance counselors and supervisors, covers orientation to career education; use of student placement services; curriculum development based on child growth and development concepts; occupational/career information; utilization of career-related resources; valuing experiences; and the like (see goals G-1,2,7, 11,13,16,18,23,25,26,29,35,41,59,61,64,67). Activities as well as multimedia are to be developed for all strategies selected. Experienced career education staff from the central office of the Board of Education and from the schools are to implement the courses mentioned. It is also proposed that a manual be developed to outline the scope and sequence of strategies/activities as well as to outline appropriate resources. A complete list of goals and strategies is found below.

Goals: G-1 through 11, G-13, G-16 through 18, G-20, G-23 through 27, G-29, G-31, G-32, G-34, G-35, G-37, G-39 through 47, G-49, G-50, G-59, G-61, G-64, G-67.

Strategies: S-1b,e; S-2a,b; S-3a,b; S-4b,c; S-5c; S-6b; S-7c,d; S-8b; S-9c; S-10a; S-11b,c; S-13a,b; S-16a; S-17a,c,d,e; S-18b; S-20c,f; S-23a,b; S-24e; S-25a,c; S-26a,b; S-27a; S-29b; S-31a,c; S-32c,d; S-34a; S-35a,e; S-37a,b,c,e; S-39a,b,c,d; S-40a,b,c,d,e,f,g; S-41a; S-42b; S-43a,b,c,d,e,f; S-44c; S-45b,e; S-46c,d; S-49c; S-50a,e; S-59a,b,c; S-61a,b; S-64a,b,c; S-67a,b,c.

INSTITUTION: Michigan State University
ADDRESS: East Lansing, Michigan 48824
CONTACT PERSON(S): Howard Hickey, Associate Professor
Cas Heilman, Coordinator of Career Education

EXISTING PROGRAM: The present program consists of some courses at the graduate level which is a low priority because of the feeling that impact on schools and K-12 students is minimal. The focus of this program is primarily with districts to help them develop a comprehensive plan, program, and evaluation in their particular situation. This is accomplished through multi-disciplinary teams from Michigan State University.

PROPOSED INTEGRATED PROGRAM: The outcomes expected through this in-service are that students will develop a one paragraph definition of career education and a schematic model for career education. Further, students will develop a five page description of career education that is aimed at a specific audience and will use the Michigan model of infusion. Ultimately, students will develop a module, unit, course, or program as appropriate to them which they can implement. This will include strategies and activities utilizing the Michigan performance indicators. The goals identified below by this respondent focus on basic principles of career education, relationships, and career development concepts.

Goals: G-1 through 6.
Strategies: None selected.

INSTITUTION: Kansas State University
ADDRESS: Manhattan, Kansas 67204
CONTACT PERSON: Robert Meisner, Professor

EXISTING PROGRAM: For teachers (K-12) in six school districts, Kansas State University provides in-service assistance in career education throughout the school year. One important goal of the class is to collect and disseminate curriculum ideas and materials being developed and used by teachers; one-page curriculum guides of activities developed by individual teachers are exchanged at the wrap-up session of the class.

The career education outline for the class includes (1)clustering by commonality of problems; (2)definitions of the terms career education, vocation, and occupation; (3)scope and sequence of career education for the elementary, middle, and high schools; (4)models of career education; (5)brainstorming exercises; (6)formula to guage the level of reading difficulty; (7)career ladder exercise; (8)field trip preparation exercises; (9)career awareness; (10)career exploration; (11)career preparation--specialization and counseling; (12)career in-basket exercise; (13)career pacs (discussion of preparation and use only); (14)suggested guidelines for the use of resource people; (15)individualized work (assistance is given by the career education coordinator who is also instructor of the class) on methods of infusing career education concepts into existing lesson plans; and (16)a wrap-up session.

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PROPOSED INTEGRATED PROGRAM: Goals and alternative strategies from this document have been selected for integration into the existing in-service class for teachers in six school districts (K-12). Examples of how some of the selected goals may be used to implement career education into the class activities follow: (1)teachers are encouraged to discuss the relationships among varied societal segments as they study parents' occupations and as they participate in the community helpers unit; (goal G-12); (2)vocational exploration groups are suggested at the secondary level and training is provided for ten counselors (goal G-23)--DUSO training is provided for teachers from the point of view of the counselors, classroom teachers, and the team teachers; (3) planning sessions are conducted in buildings where teachers are actually enrolled in the class--roles and responsibilities are conceptualized (goal G-27); (4)teachers work with lesson plans and develop methods of infusing career education into existing curriculum (goal G-28); and (5)teachers are encouraged to develop varied role-playing, simulation, and game activities appropriate for use in K-12 classrooms by disadvantaged, minority, gifted, handicapped, and other students (goal G-77). Although the development of career education goals and objectives for specific grade levels has not been a part of the in-service activities to date, it is anticipated that this activity will be a priority for coming classes. A complete list of goals and strategies selected for the in-service class is found below.

Goals: G-1, G-3, G-4, G-6, G-11, G-12, G-14, G-17, G-23, G-25, G-27 through 30, G-32, G-33, G-38, G-40, G-42 through 44, G-46, G-50, G-55, G-57, G-61, G-68, G-69, G-75, G-77, G-83, G-89, G-92, G-99, G-104.

Strategies: S-1b,d,e; S-3a,b,c; S-4b,c; S-6b; S-11b,c; S-17b,d; S-25b; S-27c; S-29a,b,d; S-30c; S-32b,d; S-33a,b; S-38b,c,f; S-40b,e; S-42b,c; S-43b,c,e; S-44a,c; S-46d; S-55a,b,c; S-57a,b,c; S-61a; S-68b; S-69c; S-75c; S-79a; S-83a; S-89a; S-92b; S-99c; S-104a,b.

APPENDIX A -- OTHER UNIVERSITY SITES REPORTING INTEREST/ EFFORT(S) IN CAREER EDUCATION

The following information relative to interest/effort(s) in career education represents limited data collected informally throughout the duration of this project; therefore, changes in status of interest or effort(s) may have occurred since collected. Information intthis section was not collected in university data-collection workshops; nonetheless, it has been included as an additional resource to university personnel.

COLORADO

INSTITUTION: Colorado State University
ADDRESS: 110 Administration Building, Fort Collins, Colorado 80523

Classes are being conducted in vocational education for students on campus. Most of the work involving career education is field-oriented and relates to directing in-service activities for public school staff members. The university is interested in including career education in its teacher training program, but has not yet initiated it.

* * *

INSTITUTION: The University of Northern Colorado
ADDRESS: 519 McKee Hall, Greeley, Colorado 80639

Undergraduate education majors receive two contact hours of exposure to career education in the basic concept classes of the Foundations Department. Student exposure of two hours in career education is expected to be increased; also, it is expected that instructors will be adding career education to their methods courses.

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DELAWARE

INSTITUTION: University of Delaware
ADDRESS: Willard Hall, Newark, Delaware 19711

Courses for credit are offered in career education. The university works closely with the state department and at the recommendation of state supervisors; plans are underway to offer two workshops in the summer of 1975 for in-service of teachers who need to take career education courses. The need for training of personnel in career education to work at the community level is acknowledged.

* * *

INSTITUTION: University of Delaware
ADDRESS: Willard Hall, Newark, Delaware 19711

In-service teacher preparation in career education is this university's focus of concern. A summer workshop for middle school/ junior high school teachers is planned for 1975 by a committee composed of local school, university, and state department personnel. The university is to conduct the workshop; workshop strategies are to prepare for the implementation of career education within a classroom as well as for the integration of career education learning experiences across subject-matter lines. Utilization of the staff and resources of the exemplary career education program for Delaware, which is being implemented in the Newark Public School System, is proposed for disseminating and diffusing these field tested approaches to the university, Department of Public Instruction, and local schools. Participants in the workshop are to receive university staff support during the following school year in implementing the concepts and strategies developed during the summer.

Elementary and secondary education methods courses are suggested as teacher education program components for initial integration of career education for preparation at undergraduate level. Orienting methods professors in the understanding of career education concepts, assisting them in teaching their students instructional strategies to implement those concepts, and utilizing university and community resources to do so, require a team approach which demonstrates team teaching, a practice also used by teachers in schools (K-12).

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IDAHO

INSTITUTION: Idaho State University
ADDRESS: University Station, Pocatello, Idaho 83201

Course work is offered formally (specific courses) and informally (infusion of concepts into existing courses). Graduates of traditional programs working in the public schools receive a good portion of this training in in-service.

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ILLINOIS

INSTITUTION: Eastern Illinois University
ADDRESS: Booth House, Charleston, Illinois 61920

Special projects financed with external funds are helpful in ongoing classes to prepare the university's graduates for involvement

in career education. Also, interdisciplinary courses are offered at the master's level, and a new major is under consideration by the Illinois Board of Higher Education.

For involvement in career education, modules are prepared (including experiential modules) for Competency-Based Teacher Education (CBTE). These modules include ways of infusing career development concepts into subject matter areas. Courses are also offered to train curriculum specialists in career education.

The university is involved in providing in-service training to representatives from all departments in the School of Education and the School of Arts and Sciences, as well as to public school teachers in two neighboring school districts.

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INSTITUTION: Southern Illinois University at Carbondale
ADDRESS: Department of Occupational Education, Carbondale, Illinois 62901

A two-semester-hour elective course, entitled "Career Education," is being offered for all preservice education majors. Concepts are being integrated in existing programs, such as occupational education, home economics, business education, and agricultural education. Individual faculty members are involved in these kinds of activities, but there has been no program involvement. The creation of new courses and programs at both undergraduate and graduate levels is planned.

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INDIANA

INSTITUTION: Ball State University
ADDRESS: Teachers College, Room 1008, Muncie, Indiana 47306

Career education is especially included in training programs for students preparing for teaching careers in grades K-12. Career education is also a part of the basic preparation program of all students preparing for careers in education.

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INSTITUTION: Indiana University
ADDRESS: Memorial Hall East, Room 127, Bloomington, Indiana 47401

The Department of Counseling and Guidance is heavily involved in the training of counselors with knowledge and experience in career education, and in contacting practicing counselors and classroom teachers throughout the state. A curriculum revision is to be made in order to infuse more dimensions of career education. Plans are being developed and the program is to be initiated in the future.

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INSTITUTION: Indiana University at South Bend
ADDRESS: 1825 Northside Boulevard, South Bend, Indiana 46615

Career consultants make presentations to all students in the introduction to teaching courses and acquaint students with the resources available through the Career Resource Center located on campus. Methods instructors follow up by having students develop teaching units incorporating career education concepts into the various subject units. During the student teaching sequence the career education consultants meet with all student teachers and college/school supervisors in workshop sessions designed to incorporate career education concepts and resources into the classroom.

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KANSAS

INSTITUTION: Kansas State University
ADDRESS: Holton Hall, Manhattan, Kansas

A program exists in secondary education, and a module cluster is being developed for career education in the Competency-Based Teacher Education program (CBTE).

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KENTUCKY

INSTITUTION: University of Kentucky
ADDRESS: 103 Dickey Hall, Lexington, Kentucky 40506

University of Kentucky involvement focuses primarily upon the activities of the Appalachian Education Satellite Project. This project has developed an elementary school career education course which consists of twelve half-hour videotapes and corresponding ancillary materials. The course has been taken by teachers in thirteen states in Appalachia and has been used by faculty at the University of Kentucky. These materials are now available for use by school systems for in-service training, state departments of education, and colleges and universities.

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LOUISIANA

INSTITUTION: McNeese State University
ADDRESS: Department of Curriculum and Instruction, Lake Charles, Louisiana 70601

In the "Introduction to Education" course, all education majors are developing an awareness of career education concepts. The psychological aspect of career education is being taught to all education majors in the "Educational Psychology" course. Graduate courses in career education for elementary and secondary school teachers are being developed. Methods classes at all levels work with methods dealing with career education. Several materials that relate to career education have been added to the Curriculum Materials Center.

The university conducted general workshops for the entire faculty in the School of Education to provide assistance in developing a more thorough understanding of career education and in developing strategies to implement career education in their classes. There is also interest in becoming more involved with community in preparation of personnel for career education.

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MAINE

INSTITUTION: University of Maine
ADDRESS: Orono, Maine 04473

In 1972, a series of short modules were initiated to in-service teachers in career education. Expansion of this program to include preservice of teacher trainees began in 1973 and resulted in the development of semester courses. This involvement was initiated with the cooperation of selected local education agencies which helped to plan internship training experiences. The university is also developing career education curriculum materials in a joint college and local education agency effort. Furthermore, a total career education program is planned for teacher trainees, counselors, and administrators.

* * *

INSTITUTION: University of Maine at Portland-Gorham
ADDRESS: College Avenue, Gorham, Maine 04038

Existing personnel development programs at the university exist in the areas of elementary, secondary, and vocational education, guidance and counseling, and educational administration. In-service and preservice career education courses are being offered on campus and at the teaching-learning centers surrounding the university.

Approaches being used at the University of Maine to implement/infuse career education include gaining faculty commitment to the infusion of career education concepts into all preservice preparation; course offering in career education for elementary schools; in-service workshops held at school sites to infuse career education into the curriculum; in-service training component utilizing career guidance institutes at public school sites; and utilizing an exemplary research and development project "Career Awareness (K-6)."

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MARYLAND

INSTITUTION: Towson State College
ADDRESS: Baltimore, Maryland 21204

At the request of the State Department of Education in Maryland, a course in career education is being offered to graduate and undergraduate students preparing to become teachers in K-12 schools. The Psychology Department, which participated in the

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development of this course, offers a course including career information for counselors. The Education Department offers a three-credit course entitled "Introduction to Career Development: Theory and Practice."

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MASSACHUSETTS

INSTITUTION: Worcester State College
ADDRESS: 486 Chandler Street, Worcester, Massachusetts 01602

In the spring and fall of 1974 a career education workshop was conducted by the Elementary and Secondary Education Departments in conjunction with the business community and the School Department of the City of Worcester. Courses in the workshop were open to graduate and undergraduate students; however, the largest number of participants were classroom teachers. Career education has been included in the social studies course which is currently offered to elementary education majors.

Plans are initiated to work with the National Alliance of Businessmen and the City of Worcester's Chamber of Commerce to offer workshops on career awareness. The college would like to form a committee made up of college personnel, public school personnel, public school personnel from Worcester and surrounding areas and members of the business community to co-sponsor a program in career education.

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MICHIGAN

INSTITUTION: Eastern Michigan University
ADDRESS: College of Business, Ypsilanti, Michigan

Two departments offer formal graduate courses in career education. Three other departments are planning to offer graduate courses in career education on a coordinated basis (proposals are now being processed through committees--Departments of Guidance and Counseling, Curriculum and Instruction, Administrative Services and Business Education).

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MINNESOTA

INSTITUTION: Mankato State College
ADDRESS: School of Education, Mankato, Minnesota

The School of Education provides workshops and seminars for elementary and secondary teachers, counselors, and administrators as well as in-service training. A college-wide career education committee was formed to organize a program which will directly affect undergraduate students. The university is now attempting to implement a career education emphasis campus-wide to assist students in their own development. A second emphasis is placed on teaching undergraduate students in education how to implement career education in their work in school systems. Workshops for college faculty have been held and another is currently being planned which will permit teachers within a system to work with colleagues in developing a career education program for that system.

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MISSISSIPPI

INSTITUTION: University of Southern Mississippi
ADDRESS: Southern Station, Box 23, Hattiesburg, Mississippi 39401

Though the University of Southern Mississippi is known as "The Career University" and has a Career Development Center, more attention is being given to including career education in graduate and undergraduate programs preparing prospective educators in career education. Involvement in career education is likely to be initiated through courses, workshops, conferences, seminars, and the like, designed to foster career education concepts.

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MISSOURI

INSTITUTION: Central Missouri State University
ADDRESS: Warrensburg, Missouri 64093

At Central Missouri State University, programs in education personnel development are offered in elementary education, secondary

education, vocational education, business education, industrial arts and technology, guidance and counseling, and educational administration. Though there are career education courses in some of the program areas, no formal career education programs exist. Faculty who are knowledgeable about career education integrate the concepts into their course content methods and foundation courses. In addition, faculty are encouraged to use the Career Resource Center in the School of Education. Through mini-grants offered by the state department, planning and implementation related to career education are initiated.

* * *

INSTITUTION: University of Missouri
ADDRESS: Columbia, Missouri 65201

In the College of Education at the University of Missouri, a state funded project to develop career education modules, methods, and processes for preservice and in-service education is underway. Materials for the K-6 area and additional materials at the 7-9 level are presently under development. Materials already developed are being used in several classes as well as in a special program to prepare elementary school teachers.

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MONTANA

INSTITUTION: Northern Montana College
ADDRESS: Havre, Montana 59501

Educational personnel development occurs in several programs at Northern Montana College--elementary, secondary, and vocational education; guidance and counseling; and in several two-year vocational-technical programs. Currently, two courses focus on career education--"Principles of Career Education," and "Implementation of Career Education."

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NEBRASKA

INSTITUTION: University of Nebraska-Lincoln
ADDRESS: 414 Administration Building, Lincoln, Nebraska 68508

The preparation of education personnel occurs in numerous program areas at the University of Nebraska-Lincoln--elementary, secondary, and vocational education; guidance and counseling; educational administration; home economics; adult and continuing education; and agricultural education. Currently, some professors integrate career education concepts into methods classes, practicum, or student teaching. There are some specialized courses offered at undergraduate and graduate levels.

A unified effort throughout the college is being launched to infuse career education concepts and to develop a thorough structure. A proposal is being written for a consortium effort with Lincoln Public Schools and with the State Department of Education. This would provide more staff involvement as well as student involvement.

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NEW HAMPSHIRE

INSTITUTION: Keene State College; Plymouth State
Hale Administration Building, Keene, New Hampshire 03431

At these two state colleges five programs prepare professional education personnel. These programs include elementary, secondary, and vocational education; guidance and counseling; and educational administration. The first four areas mentioned could most readily be infused with career education experiences. Career education concepts have received good exposure in both graduate and undergraduate seminars. Currently, several proposals for career education activities are pending.

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INSTITUTION: University of New Hampshire
ADDRESS: 214 Pettee Hall, Durham, New Hampshire 03824

All of the major program areas--elementary, secondary, and vocational education; guidance and counseling; and educational administration--expose education personnel to career education. Primarily, the approach is through summer workshop activities and through infusion of career education content into ongoing classes.

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NEW JERSEY

INSTITUTION: Glassboro State College
ADDRESS: Bale Administration Building, Glassboro, New Jersey 08028

The existing education personnel development programs at Glassboro State College include elementary, secondary, and vocational education; guidance and counseling; educational administration; and special education. Current efforts to make faculty and students aware of career education content include in-service training for teachers, counselors, and administrators via graduate extension courses; personal evangelism by the career education department; the initiation of a career education advisory committee drawn from all departments and divisions; and significant media development in the area of career education.

* * *

INSTITUTION: Rutgers University - The State University of New Jersey
ADDRESS: Old Queens, Rutgers University, New Brunswick, New Jersey 08903

The teacher education programs at University College (the adult evening degree granting unit) have incorporated career education concepts into secondary and vocational bachelor's degree programs. The same can be said for teacher education programs at Cook College. The Department of Vocational-Technical Education at the Graduate School of Education, one of the original EPDA 552 institutions, has already integrated career education with all Ed.M., Ed.S., and Ed.D. programs. The counseling psychology program in the Graduate School of Education has also incorporated career education. There have also been a number of workshops and colloquia devoted to career education. Further involvement in career education can be accomplished through in-servicing of college faculty.

* * *

NEW MEXICO

INSTITUTION: University of New Mexico
ADDRESS: College of Education, Albuquerque, New Mexico 87131

Special classes and workshops have been available at all levels at the university, and graduate students have been involved with special projects in the state. Career education units are included in some of the university's basic courses, and some students are assigned to public schools having career education programs.

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NEW YORK

INSTITUTION: Cornell University
ADDRESS: Cornell Institute for Occupational Education, Stone Hall, Ithaca, New York 14853

The institute has conceptualized, programmed, and evaluated a state-wide effort conducted on eleven campuses for 793 elementary and secondary teachers. In the summer of 1975 the institute is to work with 240 schools. Graduate level seminars in career education are scheduled, and graduate research assistants are involved in state-wide instruction and implementation efforts.

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INSTITUTION: State University of New York College at Oswego
ADDRESS: 501 Culkin Hall, Oswego, New York 13126

For the past two summers the State University of New York College at Oswego has held a summer institute on career education for elementary teachers (1973) and for middle school teachers (1974); an additional institute is scheduled in the summer of 1975. These activities are funded through the Bureau of In-service Education, State Education Department, and the Career Education Institute of Cornell University. In addition, eight members of the faculty attended the National Conference on Career Education in Philadelphia, March 4,5, and 6, 1975. The infusion of career education content in all teacher education programs is a current priority item from the dean's office. Planning activities are underway to design detailed plans and implementation procedures.

* * *

OKLAHOMA

INSTITUTION: University of Oklahoma
ADDRESS: College of Education, Norman, Oklahoma 73069

One graduate course for three to six hours credit is offered in career development. Students select one of two options to meet requirements of the course: one, to do creative projects which infuse career education into subject matter; the other, to write an action plan. The areas of guidance and counseling, elementary, secondary, and special education are suggested for initial involvement in integrating career education. Educational psychology is recommended for involvement in the area of evaluation of career education.

* * *

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PENNSYLVANIA

INSTITUTION: Lehigh University
ADDRESS: 219 Warren Square, Bethlehem, Pennsylvania 18015

The School of Education of Lehigh University has a master's degree program in career education. The program provides learning experiences which focus on education as preparation for lifetime career development. The program is oriented toward having an impact on school curriculum, although it allows flexibility for meeting the needs of the various constituencies--elementary and secondary schools, area vocational-technical schools, community colleges, and individuals from various private sectors. The program is not designed to provide special certifications, but it can be tailored to meet requirements for the Vocational I Certificate, and the Vocational II Certificate for individuals who possess a baccalaureate degree.

* * *

SOUTH DAKOTA

INSTITUTION: Dakota State College
ADDRESS: Madison, South Dakota 57042

Elementary education majors are being prepared through elementary methods courses in which they acquire knowledge, skills, and attitudes necessary to teach career education in K-12 classrooms.

* * *

INSTITUTION: The University of South Dakota at Springfield
ADDRESS: Springfield, South Dakota 57062

Two special courses are approved in the vocational-technical teacher education program in the area of career education. One course deals with the concepts of career education and relates to K-12 programming. The second course is designed for students majoring in vocational-technical teacher education. Various faculty members assist local school districts in writing proposals, developing and evaluating programs, and serving as consultants for faculty in-service workshops.

* * *

TEXAS

INSTITUTION: Stephen F. Austin State University
ADDRESS: Box 3023, Wacosdoches, Texas 75961

Two graduate courses and workshops are among university offerings. Students at undergraduate level are required to develop mini-packets in career education. Infusion of career education may be accomplished through curriculum revision to some degree in both graduate and undergraduate training programs.

* * *

INSTITUTION: Texas A & M University
ADDRESS: College of Education, College Station, Texas 77843

Graduate seminars in career education are offered to master degree students returning from public school settings. Among future plans of the university is an effort to integrate career education into all undergraduate teacher preparation programs in the College of Education.

* * *

INSTITUTION: University of Houston
ADDRESS: 425 College of Education, Houston, Texas 77004

The College of Education has been working with competency-based instruction since 1970. A listing of sixteen generic teaching competencies has been developed for elementary education majors; seventeen generic competencies have been developed for the secondary education majors. A competency in each list deals with career education. The program is designed so that every teacher education major on the University of Houston campus will move through module work dealing with the competencies in the lists mentioned above. Performance of the competencies dealing with career education will enable potential teaching majors to enter the field with a good grasp of the career education movement, its concepts, the theory behind it, and an understanding of how career education may be integrated into any curriculum.

* * *

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INSTITUTION: University of Texas of the Permian Basin
ADDRESS: Box 1101, Odessa, Texas 79762

At the present time a guidance and counseling course entitled "Career Guidance" is the only career-related course offered at the university. Some teacher education students have participated in special career education seminars and others have worked on field projects related to career education. Other involvement in career education has included hosting a career guidance conference for teachers, counselors, and administrators in December, 1974; and working cooperatively with the Andrews, Texas, school district which is the base for one of eight pilot career education projects in Texas.

Several recommendations are made for initiating more involvement in career education: (1)conducting workshops with teachers currently involved in career education as well as with preservice teachers being trained for career education; (2)infusing career education concepts into educational methods courses; (3)integrating career education modules in student teaching experiences; (4)conducting faculty workshops/seminars focusing on techniques for training teachers in career education competencies; and (5)providing research projects which deal with career education methods and with developing appropriate resource materials. Cooperation and participation in a consortium with other universities having interest and capability in development of career education training resource materials are also recommended.

* * *

VIRGINIA

INSTITUTION: Virginia Polytechnic Institute & State University
ADDRESS: Deering Hall, Blacksburg, Virginia 24061

To date, graduate coursework in career education, as well as infusion of career education concepts into undergraduate secondary and elementary education programs, is offered. Consultive internships are provided by the institute for existing career education exemplary programs. Other involvement with career education includes (1)major career education conferences in the past three years; (2)a career education task force (in the College of Education) appointed to make recommendation for further infusion of career education concepts into curricular offerings; and (3)major in-servicing to assist local school divisions in implementing career education activities.

* * *

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